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Saturday Review

April 17, 1971 50¢

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Red China is a little like the weather: it comes up in many discussions, everybody talks about it, and, usually, nobody knows very much about what they're saying, including me. This is especially true when we speculate about the Chinese Cultural Revolution and its Red Guard Movement. Until last month, that violent upheaval and the youth group which spearheaded it were a total mystery to me. Then I read our book, RED GUARD: THE POLITICAL BIOGRAPHY OF DAI HSAIO-AI by Gordon Bennett and Ronald Montaperto. These two young professors of political science from the Universities of Texas and Indiana respectively met Dai Hsaio-ai, a young cadre leader, in Hong Kong after he had defected from the mainland. Through their interviews with him, RED GUARD provides the first comprehensive look to date of the incredible turbulence of that Revolution.

I found it fascinating reading. So did Edwin O. Reischauer, prominent Asia scholar and former Ambassador to Japan, who called it "by all odds the most interesting piece I have read on the Cultural Revolution and the Red Guards and I believe also the most illuminating."

RED GUARD is not just for China buffs. It is also a book for young people and their parents who, like me, want a picture of what students are doing halfway around the world. According to *Time* magazine, "it succeeds far better than anything yet published in transforming that frightening mass of unhinged automatons into boys and girls with human faces."

Maybe most of what goes on in Red China is still a mystery to most of us, but at least some of the shadows that have lain over the Revolution there have fallen away, thanks to RED GUARD.

L.L. Day

EDITOR-AT-LARGE

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April 17, 1970

Saturday Review

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by Ralph Nader, Ramsey Clark, and Peter Schrag

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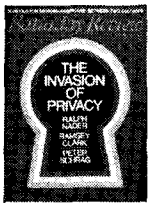

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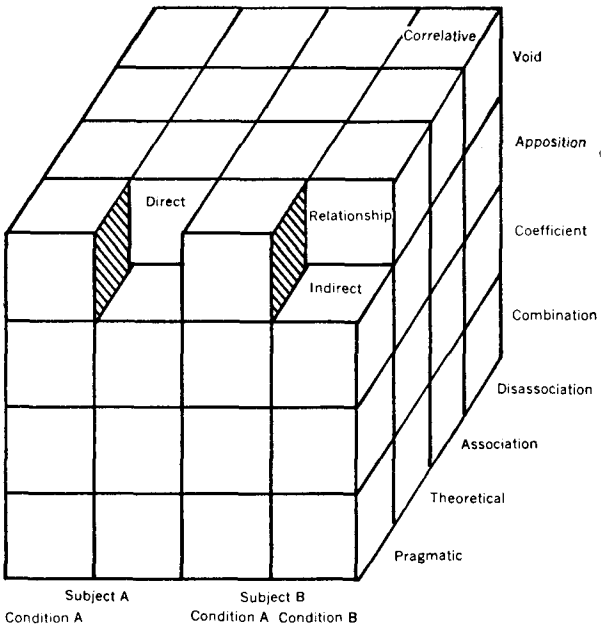

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Top of My Head

Goodman Ace

In the Good Old Winter Time

SUMMER CAME a little early to TV Land this year. Say, last January 3. That was the day CBS began running the summer reruns of some old reruns of the Jackie Gleason program.

I recall the date vividly. It was a snowy, blustery winter day, and this abrupt arrival of a summer rerun was a shock to my system. However, being a TV-commercial addict, I adjusted by drinking a quart of dry Sunoco. And suddenly it was summer. A bright, sunny, smiling, blond, doris day.

In February, March, and April, the networks quietly sneaked in all the other reruns. This is in contrast to the early days of TV, when a program ran thirty-nine weeks, followed by thirteen weeks of summer reruns. Now, because of cutbacks in the networks' budgets, it's twenty-six weeks of each.

So, TV-wise, the months ahead seem bleak. But take heart. Among the reruns on CBS is the delightful situation comedy program *The Mary Tyler Moore Show*. Despite its excellence, it has been renewed for next season. Also renewed, and to be seen this summer on CBS, is Norman Lear's *All in the Family*, a bold, hilarious, weekly half hour that dares to get its laughs out of television's traditional no-no's.

Aside from those, all we have to look forward to is Macy's Thanksgiving Day parade. And don't be surprised if the balloons don't fly as high as they once did. Cutback in helium, you know.

With those twenty-six weeks of reruns, the creators of network programs won't have to create as many program ideas. One would hope the producers would use that time to tidy up the grammar heard on our home screens.

For instance (and I won't bore you with a lot of these scribbled notes), there's a program called *The Name of the Game*, which we will see again this summer in reruns. Gene Barry is one of its stars. He plays Glenn Howard, editor and publisher of *People's Magazine*, supposedly a world-renowned publication.

It's ridiculous to hear an editor and publisher say to a fellow player, "In that way we can get both he and Marshall at the same time." Incidentally, that program has been canceled out of next season's schedule. And it's no wonder they gave the pink slip to he and his co-star, Robert Stack.

They also use a lot of first-name calling on this show. As in this dramatic scene:

"Glenn?"

"Yes, Madeline?"

"You've got to believe me, Glenn."

"Do I, Madeline?"

Do I what? Do I got to believe you? Come now, Mr. Editor and Publisher. The first names are used to help the viewer establish who is Glenn and who is Madeline.

But it's on the talk shows that careless grammar runs rampant. I have heard David Frost, no less, say several times to a guest, "I'm sure our next guest will be entertaining for you and I." Nice language for an Englishman.

And John Connally, our Secretary of the Treasury, in one interview said twice, "If a person invests their money in municipal bonds. . . ."

Added to these are the countless "papers laying on the floor," and "between you and I," and "Who, in your opinion, will the Democrats pick to run for President?" Ad nauseam.

If, as the networks tell us, TV is geared to capture the young, we have only to look ahead to a generation of illiterates. Wouldn't it be a splendid idea if, on a talk show, Mr. Frost and Mr. Connally were immediately and publicly told by a "grammar censor" that they should have said "for you and me" and "if a person invests his money"?

Every time I go on about the improvement of grammar, I leave myself wide open for oversensitive reader-writers who drop me letters at the dangle of a participle, the split of an infinitive, or the omission of a comma. Which inflames my colon.

But I have a legitimate excuse for my occasional lapses into untidy grammar. It goes back to college, where I majored in "Talking About Writing the Great American Novel." It was a course under the tutelage of Professor Douglas, who at the end of the term voted me "the man most likely to talk about writing the great American novel." I am proud to say I have never let him down. I'm still talking about it.

Although he was a great teacher, and although perfectly constructed and correctly parsed sentences rolled off his lips, I couldn't quite make it.

What it was, was that watch chain he wore across his stomach, from which dangled a large, white elk's tooth. I was forever lost in thought of some poor elk out there somewhere with only thirty-one teeth in its head.

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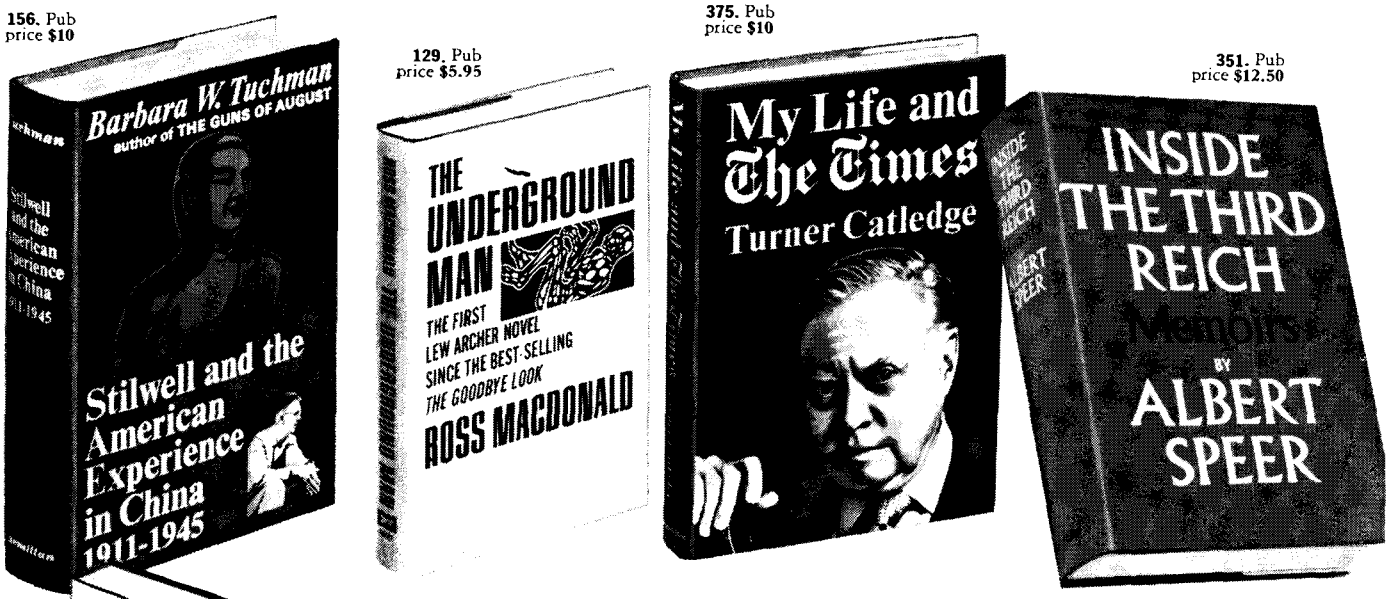
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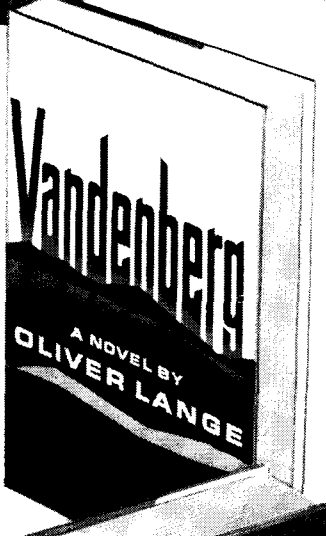

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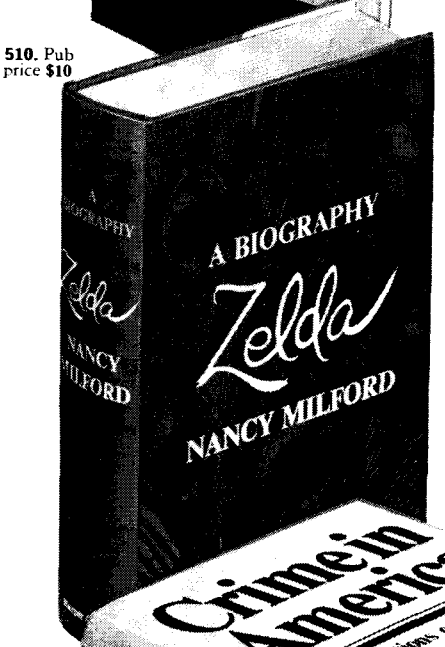

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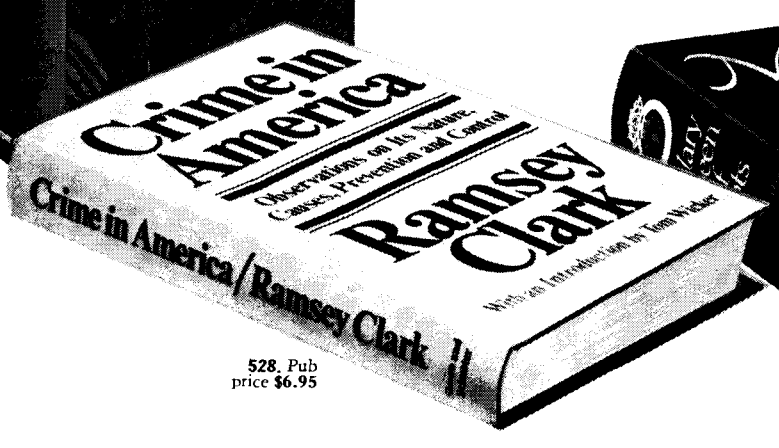

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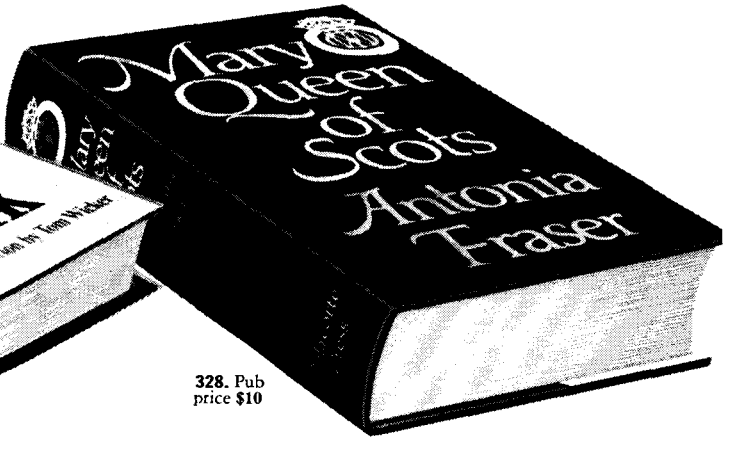

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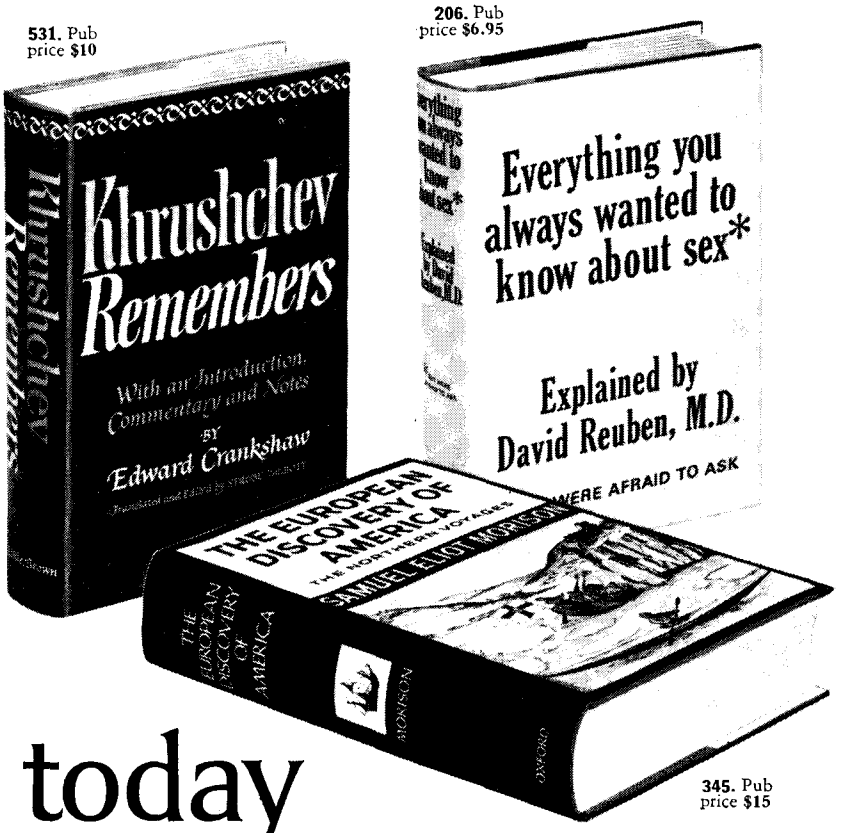

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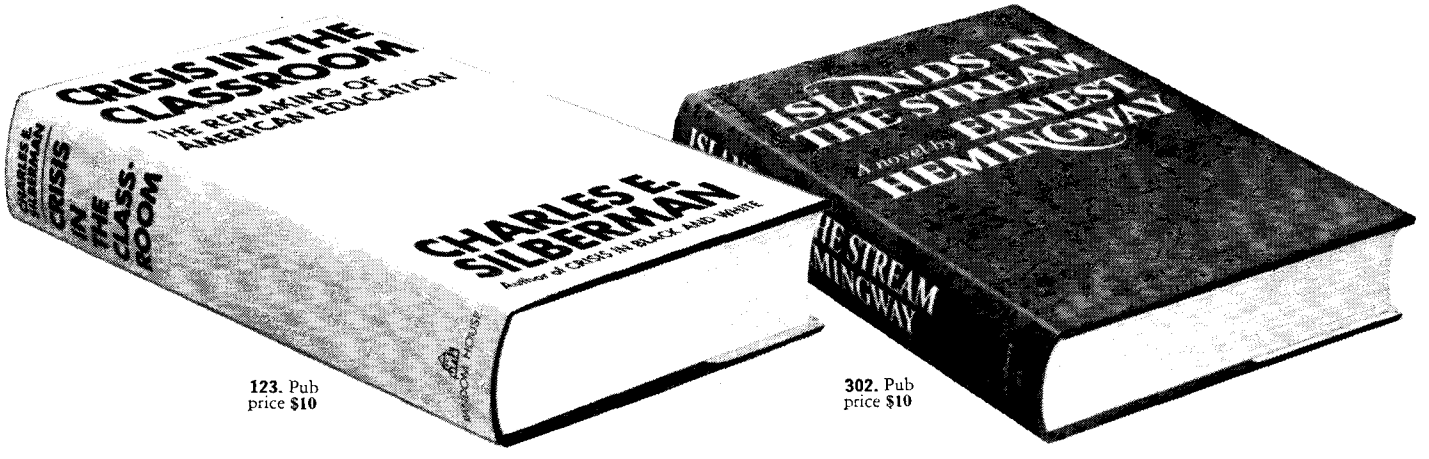
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Phoenix Nest

Edited by Martin Levin

Cement Mixing Made Easy

NOW AND THEN, everyone has the urge to whip up a batch of concrete. A strong and practical building material, concrete will last for a long time, or at least until freezing weather. It has many uses around the home. A concrete path will keep children from wearing out the ground. A cement patio will keep guests outside where they belong. A ten-foot wall with spikes will control the new neighbors.

The standard formula for mixing concrete is one part cement, two parts sand, three parts gravel, and four parts plastic toys if little kids are helping you. Concrete can be mixed in anything, but it is better to use a container you don't care about, or hate.

To make concrete walls, sidewalks, planters, hitching posts, footballs—anything with a definite shape—you will need to build a "form" first. The form is made of wood, and form-building is governed by a Universal Law that says: "No matter how strong you make the form it won't be strong enough and wet concrete will ooze out and spread all over everything and you will be helpless no matter how much you yell and run around." The Law is hard to believe and hard to memorize, but do both.

The larger the project, the more dramatically the Law will be demonstrated. Say you plan to make a concrete swimming pool in your back yard under the shade of the old washline. First, you dig a pit with vertical sides. Then you build forms, braced and cross-braced, designed to shape the inside walls and contain the concrete mix while it hardens.

For a job that size you need wet-mixed concrete brought in by truck. You order it by phone, and after they get finished snickering they'll take your address and get a rough idea of how much concrete you'll need.

The ready-mix men arrive with tears in their eyes and, after looking over your setup and surviving a coughing fit, they assemble sections of metal trough leading from the truck to the pool. For a while, as the truck gushes forth the sloppy mixture and it flows down between the forms and dirt walls, everything goes smoothly. You poke at it with rakes, and the wall rises higher and higher.

But suddenly you hear the sound of bulging plywood. (Have you ever heard plywood bulge? It is a terrifying sound.) Then, with the crack of wood and the pop of nails and the snap of braces, concrete flows out from under the forms with a tired sigh. The delivery men put away the trough, paint another little homeowner on their truck door, and drive away.

The concrete, covering the bottom of the pool, is there to stay. After it hardens you remove the forms and tell friends that you decided to "pour the bottom first." Soon you'll start dumping garbage in there. Dirt and leaves and dead branches will follow. Eventually the pit will fill up to ground level, rich in minerals. Many a successful backyard garden has started as a homemade swimming pool.

For smaller jobs you mix the concrete yourself. Whether you use the formula method or buy a sack of premixed dry ingredients and add water, you run two major risks: mixing too much, and mixing too little. Unlike sex, not enough is better than too much. Half a patio is better than two patios when you have room for only one patio, especially if you have a neighbor who doesn't want a patio.

When you've mixed too much concrete, you have about half an hour to figure out what to do with it. After that you know what to do with it. Dress yourself in protective clothing and safety goggles, get out a sledge hammer, and go to work.

Breaking up concrete in a wheelbarrow is bad because you'll break up the wheelbarrow too. The same thing goes if you've mixed the concrete in your station wagon. Dump it someplace, quickly. If you are the same lucky fellow whose pool forms collapsed, you'll have the whole pit to dump the leftover concrete in. Otherwise, you'll have to look for a spot. One solution is to have on hand a quantity of eyebolts and empty two-pound coffee cans. You fill each can with concrete mix, stick in an eyebolt, let it harden, and in a twinkling you have handy little canoe anchors.

A word of warning: You may have heard the term "yard of concrete." It is misleading. If you are having ready-mix delivered, don't attempt to calculate the amount needed by measuring your new sidewalk site with a yardstick and then ordering 10 yards of concrete. You will risk a heart attack when the truck arrives. A "yard" is actually a "cubic yard," a quantity

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equal to twenty-seven cubic feet
If that doesn't mean anything to you, think of it as 3,962 canoe anchors.

—DERECK WILLIAMSON.

Re Incarnation

He is a crewcut young man with a faraway look named Edmond A. Cook.—"A Peaceable Town" by Berton Roueché, *The New Yorker*, January 2, 1971.

He hums in his office, and sometimes he sings;
Incarnation's his hobby (he gives names to things).
He stares out the window down at 43rd Street
And indulges nostalgia, which he always calls Pete.
He soars above Henry, known as Hudson to some,
And hears echoes of Charlie, an Indian drum.
He dreams of Nebraska, ranging west to Scott's Bluff,
And gives rein to his memory, which he thinks of as Muff.
Then Joe—that's the phone—rings; he's back in the town.
It was only a vision, leaving him with a frown
Called Brendan K. Trillin (*that* came from a book)
And a faraway look
Named Edmond A. Cook.

—PYKE JOHNSON, JR.

WIT TWISTER #213

Edited by ARTHUR SWAN

The object of the game is to complete the poem by thinking of one word whose letters, when rearranged, will yield the appropriate word for each series of blanks. Each dash within a blank corresponds to a letter of the word.

To pay for daily _ _ _ _ _ and
weekly rent,
He _ _ _ _ _ his body for the
world to see.
Though thrilled by _ _ _ _ _
and brawn, his friends who went
_ _ _ _ _ him now from their
society.

—A. S.

(*Answer on page* 79)

Test drive a Renault 16 on the worst road in your neighborhood.

You know which road we mean. The one that rattles your teeth and springs your glove compartment door open.

See how the Renault 16's front wheel drive pulls you through curves with the sureness of a mountain goat.

How the torsion bars which control each individual wheel absorb road shocks without spreading them throughout the rest of the car.

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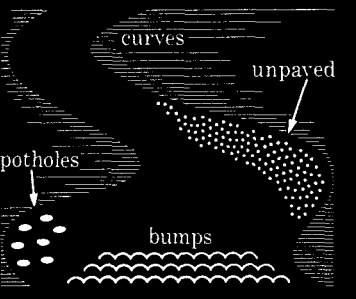

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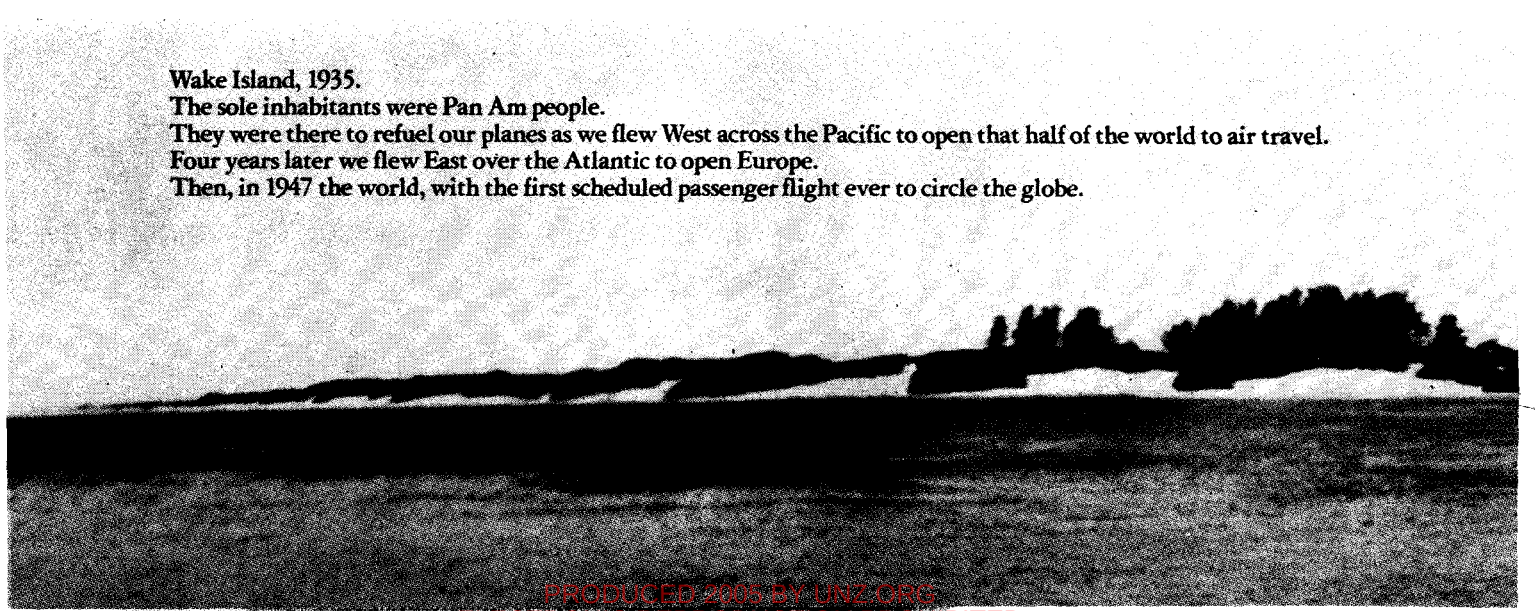
First you judge an airline by what it's done.

1927 First U.S. airline to offer international service.
1928 First airline to order aircraft built to its own specifications.
1929 First airline to develop and employ instrument flying.
1929 First U.S. airline to develop a complete aviation weather service.
1929 First airline to employ flight stewards and serve meals to passengers.
1929 First airline to fly to the Caribbean.
1930 First airline to fly to South America.
1932 First airline to install galleys (kitchens) aboard its aircraft.
1934 First U.S. airline to fly to Siberia.
1935 First airline to install facilities for heating food on board.
1935 First airline to fly the Pacific.
1936 First airline to inaugurate cargo service over the Pacific.
1937 First U.S. airline to offer service to Bermuda.
1939 First airline over the Atlantic with mail and passenger service.
1940 First airline to assign a flight meteorologist to aircraft crews.
1940 First airline to inaugurate direct air service between the U.S. and Alaska.
1941 First airline to inaugurate regularly scheduled service to Africa.
1942 First airline to complete a round-the-world flight.
1942 First airline to offer international service with all-cargo aircraft.
1945 First airline to show full length movies.
1946 First airline to fly the great circle route to Tokyo.
1947 First airline to build and operate hotels in foreign countries to insure adequate accommodations for air travelers.
1948 First airline to provide regularly scheduled low-cost tourist service anywhere in the world.
1948 First airline to offer menu selection aloft.
1948 First airline to offer service between the West Coast and Hawaii.
1951 First airline to publish a comprehensive international travel guide. ("New Horizons® World Guide," most popular travel guide ever published.)
1953 First airline to introduce a pay-later plan.
1955 First airline to order U.S. commercial jets.
1958 First airline to operate scheduled transatlantic service with U.S. built jets.
1959 First airline to open a scheduled round-the-world jet service.
1961 First airline to offer a worldwide marketing service for shippers and importers around the world.
1962 First airline to make 100,000 transatlantic flights.
1962 First airline to establish a global electronic reservations system.
1964 First airline to relay in-flight messages via Satellite Syncom III.
1965 First airline to operate round-the-world jet freighters.
1966 First airline to order the Boeing 747 superjet.
1970 First airline to fly the 747.
1970 First airline to fly one million passengers on the 747.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Four years later we flew East over the Atlantic to open Europe.
Then, in 1947 the world, with the first scheduled passenger flight ever to circle the globe.

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In case you're wondering why we continue to improve upon a plane as good as the 747, it's simply because that's the way we are.

3. We're that way about the service aboard our planes too. Back in 1935 we served the first hot (sort of) meal ever served aboard a plane.

Since then our chefs have turned dining aloft into such an art that on many flights we even serve the cuisine of the country you're flying to.

At present, you can enjoy these epicurean delights on flights to England, France, Germany, Belgium/Holland, Scandinavia, Portugal and Brazil. First class *and* economy.

And you'll soon be able to enjoy them on our flights to the other side of the world. Over the Pacific to the Orient.

4. In addition to the joy of good food, we make your flight seem shorter with the pleasure of good movies. And for the standard $2.50 you have a choice of two. Current or classic (very old favorites).

Or if you prefer to sleep, we'll help you doze off with music selected and arranged for that purpose.

If you want to relax without sleeping there are as many as eight other channels to listen to.

If you're traveling with children you can breathe a sigh of relief because we have a channel for them too. Along with a rock channel for teenagers.

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5. However, like many people, you may not wish to be left alone after you arrive.

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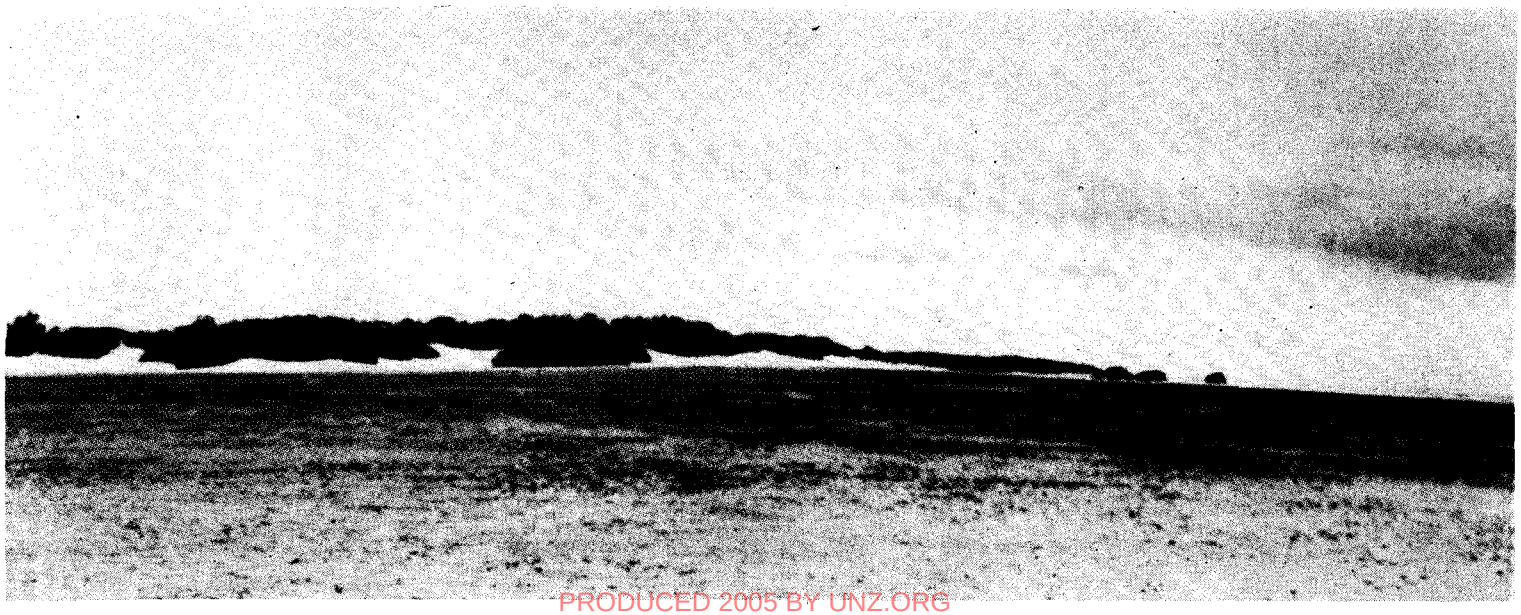

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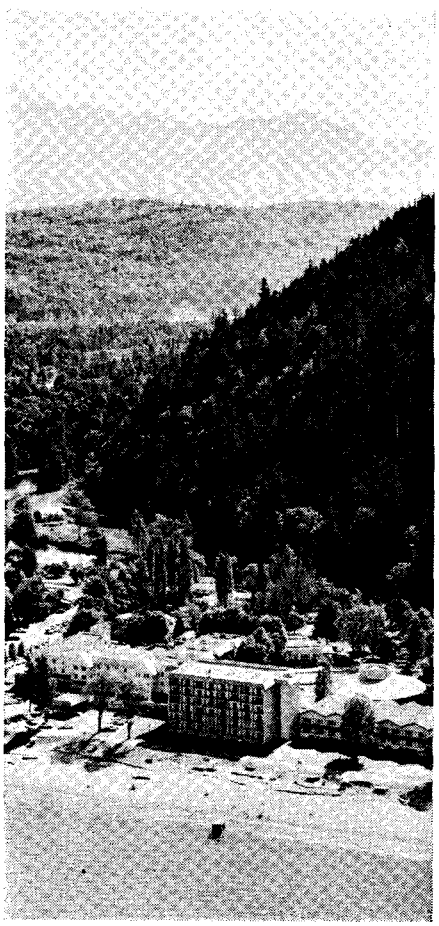

Trade Winds

Cleveland Amory

Bumper Sticker of the Week: WE LOVE CALIFORNIA—DESPITE ITS FAULTS.

Meanwhile, at the other end of the country, Grace Lyon Benjamin of South Weymouth, Massachusetts, found the following in, of all places, the outdoors column of *The Corners Gazette* of Rockland, Maine:

> Another enthusiastic writer is E. Christine Norwood of Searsmont. She told us how much she liked to read this column, also told us about her mother who two years ago, at the age of eighty-one, became a bird.

And flew the nest, you can bet, to England.

We had brunch in the Manhattan apartment of Jerzy Kosinski, the multi-prize-winning author of *The Painted Bird* (Le Prix du Meilleur Livre Étranger), *Steps* (1969 National Book Award), and the forthcoming *Being There* (Harcourt Brace Jovanovich). Born in Poland and now teaching at the Yale Drama School, Mr. Kosinski is an intense, earnest, slow-spoken but quick-humored fellow who speaks with an intriguing accent but who, though his books have been translated into eighteen languages, writes only in English. Formerly married to Mary Weir, daughter of the late steel baron Ernest Weir, he dedicated his latest book to Katharine von Fraunhofer, who was also present and who is an attractive and able brunch-maker. "To Katharine v. F.," the dedication reads, "who taught me that love is more than the longing to be together."

"Nobody," Miss von Fraunhofer said, smiling, "reads dedications." Mr. Kosinski's apartment consists of a compact living room-bedroom, a kitchenette, a bathroom, and, for his photographic pursuits, a dressing room made into a darkroom. Small as it all is, however, Miss von Fraunhofer explained that it was still large enough for Mr. Kosinski to hide in. "And when Yurek *does* hide," she emphasized, "nobody can find him."

We queried the "Yurek." "It's the nickname for Jerzy," she said. "You also pronounce that with a 'Y.' Call him anything," she offered, "but Jerry. He hates that."

It was Mr. Kosinski's turn. "The only vanity I have is that 'Z,'" he said. "I even made the publisher make the 'Z' bigger than any of the other letters on the jacket."

We looked at the jacket. It was true—the "Z" was larger than any of the other letters. While we did so, Mr. Kosinski talked about jacket copy in general. "For a novel," he said, "there shouldn't have to be a description on the jacket. It's very upsetting. When I was working on the book, I could talk about it. Now, when it's complete, I can't."

"Chance," the jacket copy read, "is the quintessential antihero. His whole life has been spent in two solitary pursuits—tending a garden and watching television." Obviously, chance is retarded.

"That reminds me," Mr. Kosinski went on, "of a classic question I was asked the other day by one of the out-of-town reviewers. 'Would this book,' he asked me, 'like your other two books, be autobiographical?'"

Mr. Kosinski smiled. "The best I could do was tell him that to some degree we are all retarded. And one day, of course, we all will be retarded together." He paused. "In other words, it's not directly autobiographical in terms of my past, but it certainly is in terms of my future."

We asked him to explain. "Take my father," he said. "He was born in Russia. He saw the Revolution of 1905, then World War I, then he escaped from Russia during the Bolshevik Revolution, and then he lived through the Second World War. So if anyone had a reason to be fed up, he had. And he withdrew from the twentieth century altogether. He studied Ancient Greece, and the origin of the European languages. It was his escape device. He did have one narrow field of commercial excellence, though. He was an expert in the manufacture of felt. I have a similar way to survive," Mr. Kosinski went on. "Photographic chemistry. If I have twenty minutes' warning, I can go to work on it and support myself."

Mr. Kosinski was an only child. His mother was a pianist but was never allowed to perform in public. She is still alive, although very ill. "The war was when I was from six to twelve," he said. "I was alone in Warsaw, separated from my family. By the age of eight, in terms of character and what I wanted to do, I was already completely formed.

"When I was studying in Russia, at Moscow University, I would speak on the phone to my father in Latin. We were both quite fluent, and I would give him all the political gossip in the

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first ten minutes, because it took the Soviets that much time to provide a Latin censor. They were always sure we were speaking Rumanian. But finally the censor would come on and say, 'May I remind you, comrade, that you should use a language of a state recognized by the United Nations.' I could have asked them," he smiled, " 'What about the Vatican?' " He stopped smiling. "The Soviet dictatorship," he said, "begins not in the Kremlin but in the kindergarten. I am basically very depressed about the twentieth century. It is a totalitarian century. This century, I am convinced, will totally and totalitarianly get rid of the liberal mind, the Renaissance man. This is the first time when there is a perfect match between crude political ideas and the complex technology that makes those ideas acceptable."

What, we asked him, could be done? "Nothing, really," he said, "except to serve your own universe—of yourself—by not lending yourself to this process. But even you may be too big a piece of real estate. Too many things may have penetrated you already."

Mr. Kosinski, we learned, always wears a shirt and tie to his college classes. "I like to feel locked in," he said, "against foreign influences." Starting his undergraduate course, "Death and Modern Imagination," he told his students, "I am not here to save you. I am not a missionary. I am merely trying to save myself from what has happened to you. There's a place in my boat for those of you who want to jump in."

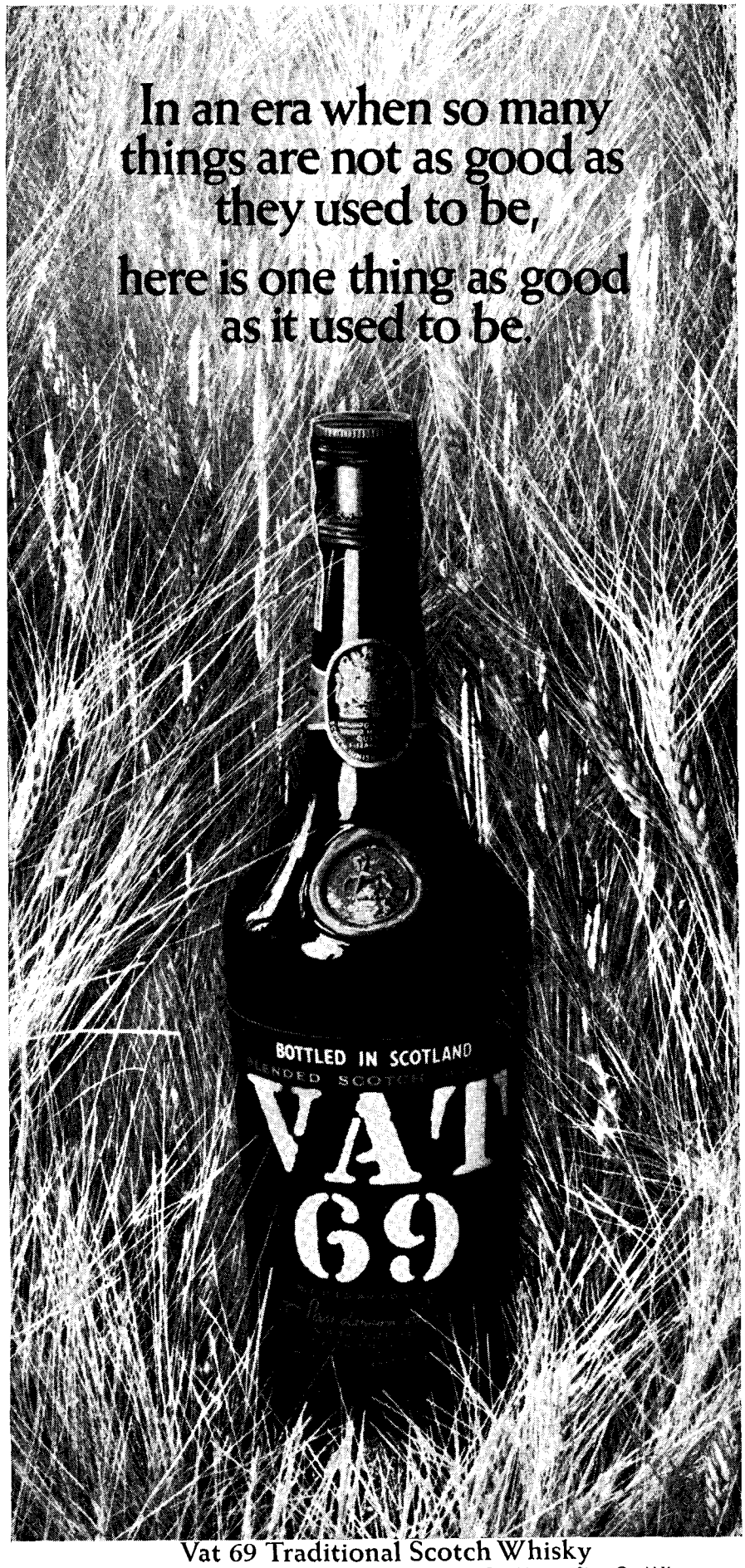
Before saying good-by to Mr. Kosinski, we demanded a firsthand look at his disappearance act. Miss von Fraunhofer ushered us down the hall, while Mr. Kosinski hid. Then we came back. We looked everywhere very carefully—in the closets, under the sofa, behind every cabinet, even in the darkroom. There was no question, the author of *Being There* wasn't there. We gave up.

At that point, out came Mr. Kosinski. "Once," he told us, "I hid for a whole weekend. I came out only for food and work. People were in and out too, but they never found me."

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1931)

(JAMES) RIDGEWAY:
THE POLITICS OF ECOLOGY

Companies which create most of the energy and cause the pollution are the leaders in the anti-pollution crusade. These large corporations anticipate that by dominating the ecology movement, they can influence the rate and manner in which pollution control is achieved.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VAT 69
Vat 69 Traditional Scotch Whisky
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This week *SR* conducts a three-pronged investigation of a problem that affects Americans on all levels. Former Attorney General Ramsey Clark reviews Arthur R. Miller's new book, *The Assault on Privacy,* which deals with technological data-gathering and its impact on the private citizen (p. 29); editor-at-large Peter Schrag comments on the "chilling effect" of excessive governmental surveillance in "Dossier Dictatorship" (p. 24); and Ralph Nader, America's foremost consumer advocate, looks into what happens and what the individual can do when . . .

The Dossier Invades the Home

by RALPH NADER

Invasion of privacy used to carry an almost luxurious connotation, a concept reserved for special public figures whose private lives were invaded by scandalmongers or seekers of vicarious thrills. It is no longer an elitist term. Hundreds of bits of information filed in dossiers on millions of individual Americans today constitute a massive assault on privacy whose ramifications are just beginning to be realized.

Most adults have at some time sought credit (or a credit card) and bought insurance. If you have done these things, there are probably at least two dossiers with your name on them.

When you seek to borrow money, your creditor receives a file from the credit bureau to establish your "credit rating." This dossier contains all the personal facts the credit bureau can assemble—your job, salary, length of time on the present job, marital status, a list of present and past debts and their payment history, any criminal record, any lawsuits of any kind, and any real estate you may own. The dossier may include your employer's opinion of your job performance or even your IQ rating from a high school test. By the time the creditor has finished talking to the credit bureau, he is likely to know more about your personal life than your mother-in-law does.

When you try to buy life insurance, a file of even more intimate information about you is compiled by the "inspection agency." The insurance company finds out not only about your health but also about your drinking habits (how often, how much, with others or alone, and even what beverage), your net worth, salary, debts, domestic troubles, reputation, associates, manner of living, and standing in the community. The investigator is also asked to inquire of your neighbors and associates whether there is "any criticism of character or morals," and he must state whether he recommends that the insurance be declined.

Credit bureaus and inspection agencies are the major sources of information about individuals. But government, schools, employers, and banks are also collectors, and sometimes suppliers, of information. Employers frequently make information on their employees available to a credit bureau or inspection agency. They may also exchange information among themselves. *The Wall Street Journal* has reported that department stores in many cities have formed "mutual protection associations" that trade the names of former workers who were fired for suspected theft. This information-trading means that an individual may be denied a job on the basis of a former employer's untested—and unrefuted—suspicions.

Anyone possessing an individual's bank records—now extensively recorded on computers—can reconstruct his associations, movements, habits, and life-style. The recently enacted Foreign Bank Secrecy Act can be used to require every FDIC-insured bank to make a reproduction of each check you draw on it and keep those reproductions for up to six years. The purpose is to ensure records of large quantities of money going out of the country so as to prevent tax evasions through use of secret Swiss bank accounts. But the act contains no protection for the depositor by limiting in any way the banks' use of these records. Conceivably, a bank could sell them to a credit bureau or investigation agency.

It is the rare American who does not live in the shadow of his dossier. The "dossier industry" is a huge and growing business. There are 105 million files kept by the Association of Credit Bureaus of America (ACBA). Retail Credit Company of Atlanta, Georgia, the giant of the industry, has forty-five million files and makes thirty-five million reports each year. Credit Data Corporation, the second largest firm, has twenty-seven million files and adds seven million new dossiers each year.

These economic interests have almost total control over the information they collect and sell. They are not accountable to anyone except those

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who seek to purchase information. Further, for reasons of profit, these companies place a premium on the derogatory information they assemble. Except in three states, citizens do not have the right even to see these dossiers in order to correct inaccuracies. They will have that right for the first time when a federal law, the Fair Credit Reporting Act, goes into effect April 25, 1971. But they still will not have the right to control access to the information, on which there are in effect no legal restrictions, or the right to control the kinds of information that can go into their dossiers.

Until there are adequate protective measures—an "information bill of rights" that protects him against invasion of privacy through information dissemination—the citizen's major recourse is to understand how these agencies operate and what are his limited rights under present and pending law.

The first problem of the dossier is accuracy. There is no doubt that inaccurate information comes into the files of credit bureaus and insurance inspection agencies. In fact, credit bureaus disclaim accuracy in their forms, because most of the material is obtained from others (merchants, employers) and not verified by them. The information "has been obtained from sources deemed reliable, the accuracy of which [the credit bureau] does not guarantee."

Illustrations of errors are legion. New York State Assemblyman Chester P. Straub was refused a credit card because his dossier revealed an outstanding judgment. The judgment actually was against another person with a similar name, but the bureau had erroneously put it against Straub's name. Testimony before a U.S. Senate committee has accused credit bureaus of using a "shotgun" approach to recording judgments against consumers —entering any judgment on all the records bearing the same name as the defendant's, or a similar name, without checking to see which individual was actually involved.

In addition to errors of identification, there are errors due to incomplete information. A woman ordered a rug, but the seller delivered one of the wrong color. He refused to take it back and sued for payment. Although his case was thrown out of court, her credit record showed only that she had been sued for non-payment, and she was unable to get credit elsewhere thereafter. Arrests and the filing of lawsuits are systematically collected by credit bureaus and rushed into dossiers, but the dismissal of charges or a suit is not reported in the newspaper and so the credit bureau never learns of, or records, the affirmative data.

Also, there is the problem of obsolescence of information, as shown by the man whose bureau dossier in the Sixties listed a lawsuit from the Thirties. It was a $5 scare suit for a magazine subscription he had never ordered, and "nothing had come of it"—except in regard to his credit rating.

The introduction of computers can create its own set of problems. Although mechanical errors in the handling of information by people may be reduced, the probability of machine error is increased. In addition, credit data are taken directly from a creditor's computer to a credit bureau's computer without discretion. Your payments may have been excused for two months, due to illness, but the computer does not know this, and it will only report that you missed two payments. Storage problems alone will prevent the explanation from being made. Your rating with that creditor may not be affected, but with all others it will be.

These credit bureau inaccuracies generally relate to "hard data," which are subject to verification or contradiction. The insurance inspection agency, on the other hand, reports "soft data," or gossip, and they are not subject to verification at all. This creates new sources of inaccuracies. Where the information is inherently uncheckable, the biased employee or the biased informant can easily introduce inaccuracies. Even where bias is not present, innuendo or misunderstanding can create error, while a vindictive inspector can abuse his power for personal reasons.

Why don't inspectors check the accusations made by informants with the accused? One reason is they don't have the time. If they must make ten or fifteen reports a day, they can spend only forty minutes on an average report, including transportation and typing it up. This allows no time for checking accusations, or even facts.

A more vicious reason is the agency's penchant for derogatory information and the fact that it records on both a weekly and a monthly basis the percentage of cases in which an inspector recommends declines. He must file a certain percentage of derogatory reports (at one time 8 per cent for life and 10 per cent for auto reports) if he is to be known as a "good digger." If he has not met his "quota," the temptation to use any rumor, without confirmation, may be overwhelming. These quotas may be regarded by the agency as a necessary control device to prevent inspectors from filing fake reports without investigation, but they show a reckless disregard for the safety of the investigated public.

Gossip-mongering with a quota on unfavorable comments can lead the harried inspector to rely on innuendo. A vivid illustration of the problems in insurance reporting is the case of two successful young businesswomen who applied for a life insurance policy required for a particular business transaction. On completion of a routine report, Retail Credit Company advised the insurance company not to issue the policy. It reported "severe criticism of the morals of both women, particularly regarding habits, and Lesbian activities." The investigator's information came from neighbors. None of these neighbors actually stated they had seen any illicit activity, but innuendo accomplished the same result. "Informants [unidentified] will not come out and state that applicant is Lesbian, but hint and hedge around and do everything but state it." The insurance company followed Retail Credit's advice and denied the policy.

Until passage of the Fair Credit Reporting Act, the law offered no protection against an inaccurate re-

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port, except in three states. There was no way one could even see a report to correct it. However, this new act offers some solutions to problems of accuracy.

1) It requires users of reports to notify consumers of the name and address of the consumer reporting agency whenever the user (e.g., creditor, insurer, or employer) takes adverse action on the basis of the agency's report.

2) It gives the consumer the right to know the "nature and substance of all information" on him in the agency's files, except medical information and the sources of "investigative information" (i.e., gossip). The limitation on sources of gossip is a serious weakness. Such sources can be discovered in litigation, however, and a suit is made easy to bring. Thus, *the agency can no longer guarantee the confidentiality of its sources.*

3) If a dispute arises between the consumer and the agency about the accuracy of an item, the agency must reinvestigate and *reverify* or delete the information. This will usually mean going back to the same neighbors and obtaining the same gossip. If the dispute is not settled by reinvestigation, the item must be noted as disputed. This leaves the user free to believe the agency.

These provisions are the strongest in the bill. They are weak from the consumer's point of view in two areas: The consumer should be allowed to learn the sources of gossip before litigation so that he can effectively rebut inccurate gossip; further, he should be provided a quick, simple procedure for obtaining a declaratory judgment on the truth of any item.

4) The act also provides for enforcement through private actions if the agency is negligent. Negligence is easy to allege, but may be difficult to prove. Only time will tell what standards the courts will set.

Even though the agency's secrecy is now partially broken, relief may still not be available because most agencies are granted immunity for agency libel. Under the law of most states, the agencies are given a "conditional privilege" to publish false statements; so the libel action will not succeed. The privilege is granted on the grounds that they are fulfilling a private duty by providing businessmen with information they need in the conduct of their affairs. Georgia and Idaho (and England) do not grant the agencies such a privilege on the grounds that the privilege itself does not benefit the general public, but only a profit-oriented enterprise, and that individual rights take precedence over the self-interest of the enterprise.

In the states granting the privilege, it is conditioned on the agency's 1) disclosing the information only to those with the requisite commercial interest, and 2) acting in good faith and without malice. However, proof of malice requires more than just the falsity of the report. In the past this has conferred an effective immunity on false reports. Malice, however, may be shown by the quota systems of the agencies or by their secrecy. Arguably, these company policies show a "wanton and reckless disregard of the rights of another, as is an ill will equivalent." Such theories, however, have not yet been tested in court.

There is no regulation on sale of the extensive personal information collected by credit bureaus, insurance agencies, and employers. The dossiers are considered their "property," and they may do what they wish with it. The only influence to limit availability is an economic one, arising from the condition on the privilege for publishing libel—the report can be given only to subscribers of the service or others claiming a legitimate interest in its subject matter. However, claims of interest are easy to make and are not often scrutinized.

Furthermore, the citizen never knows when these dossiers are opened to someone. His consent is not sought before release of the information. He is not warned when someone new obtains the information, or told who they are—unless, under the new law, they take adverse action. There are no pressures on the information agencies to account to the subject of the dossier, nor have these agencies shown any willingness to assume such responsibility.

Credit bureaus may follow the Associated Credit Bureau guidelines and release information only to those who certify that they will use it in a "legitimate business transaction." This, of course, includes not only credit granters but also employers, landlords, insurers, and dozens of others. But even these weak guidelines are unenforceable by the association, and a CBS study found that half the bureaus they contacted furnished information to CBS without checking the legitimacy of their business purpose. Announced policies of inspection agencies also require a showing of a business purpose. But this includes anyone who has $5 and announces himself as a "prospective employer."

In April, the Fair Credit Reporting Act will impose a restriction on the release of information, but it is no better than those presently available. An agency will be able to sell information to anyone having "a legitimate business need" for the information. There are no economic or legal restrictions preventing any credit bureau or inspection agency from giving out their dossiers indiscriminately to anyone who can pay.

The consequences of making highly personal information easily available have only begun to be recognized. Credit reporting agencies may serve as private detectives for corporations that want to intimidate a critic. Recently the press reported that American Home Products, a drug manufacturer with more than $1-billion in sales, hired Retail Credit Company to investigate

"How do you do? I am Warren Ellis and this is my friend Dennis McBride. We are people who like people."

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the personal affairs of Jay B. Constantine, an aide to the Senate Finance Committee who had helped draft legislation opposed by the drug industry. The investigation was stopped only "after their stupidity was uncovered," according to Senator Russell Long, Finance Committee chairman, who also said that the company had tendered "a complete letter of apology."

The introduction of computers furnishes other possibilities for use and misuse of personal information. Arthur R. Miller, in his new book, *The Assault on Privacy*, reports that MIT students in Project MAC (Machine Aided Cognition) were able to tap into computers handling classified Strategic Air Command data. If they can do this, any time-sharing user can tap into a computer data bank. There is no way at present that computer people can guarantee their control over access. They cannot even guarantee that they can prevent rewriting of the information in the computer by outsiders.

What can be done to control the availability of these dossiers? Primarily, anyone obtaining information on you should be required to obtain your express consent to the release before receiving the information. This would recognize your interest in preserving the privacy of your own personality. It would allow you to decide whether any particular transaction was worth the invasion of your privacy by the other party.

Even if the information in the dossier is completely accurate and available only to creditors, insurers, and employers, there may be personal or private details—perhaps irrelevant to the demands of the credit-insurance industries—that people want kept to themselves. Some kinds of information may be so personal that their storage and sale are offensive. For example, it is possible to assemble a list of the books a person reads by observing his bookshelves, talking to his neighbors, or obtaining the records of the public library. An employer or insurer could manufacture a "business purpose" for obtaining such information—to determine the subject's knowledge or intelligence, generally, or in a specific field. There is little doubt that such an effort would be offensive to most people, violating their privilege of private thoughts and opinions. It would be offensive even if accurate.

Currently, the information gathered in most dossiers includes a subject's past educational, marital, employment, and bill-paying records. His "club life," drinking habits, and associates are recorded. Also included are an employer's opinion of his work habits and his neighbors' opinion of his reputation,

(*Continued on page* 58)

What You Can Do

WHAT CAN YOU DO to protect yourself from your dossiers? The Fair Credit Reporting Act—when it becomes effective this month—allows you to protect yourself, but only if you take action. Let me use, as an example, the ordinary purchase of a life insurance policy. After you have decided to purchase some life insurance, you should first consider how much of an invasion of privacy you are willing to suffer in order to get it.

If a character investigation will be made, you are entitled under the act to be told automatically only that it will be made, and you are told that fact three days after the investigation has been ordered. Once you have been informed, it is up to you to take any further initiative. You must request in writing additional information. Once you have made that request, the insurer must reveal "the nature and scope" of the investigation. According to Representative Leonor K. Sullivan of Missouri, the House manager of the bill, this means they must tell you "all the items of questions which the investigation will cover. The best method of meeting this criterion is for the agency to give the consumer [you] a blank copy of any standardized form used." Unfortunately, all of this happens at least three days after you have signed the contract.

However, you can still insist on receiving this information before you sign the contract. Nothing in the law prevents you from obtaining this information earlier. The agent and the insurer are both anxious to sell you insurance. If you don't like too much snooping, demand that the scope of the investigation be revealed before you buy. If you think it is overzealous, complain to both the agent and the insurer and be specific about what you think is too intrusive. If the company will not listen to your complaints, find another one—or consider using group insurance. It is an interesting fact that group insurance does not usually require an investigation, and its use has been growing.

Once the privacy problems have been settled between you and the insurer, you must also worry about the accuracy of the report. If you are turned down or high-rated by the insurer, due in part to an investigation and report, the insurer must tell you that it was due to a report and give you the name and address of the agency making the report.

This entitles you to go to the agency and demand that it disclose "the nature and substance of all the information (except medical information) in its files." According to the House manager of the bill, this means disclosure of "all information in the file relevant to a prudent businessman's judgment" in reviewing an insurance application. If you have demanded a blank copy of the agency's standard form, you will know whether you have been told all that you are entitled to know.

If you disagree with any information in your file, tell the agency. The agency is then required to reinvestigate and reverify or delete the information. If they do not claim reverification, make certain that they delete the information, and then personally notify all prior recipients that it has been deleted. If they do claim reverification, ask how they reverified, from whom, and exactly what was said. Don't be satisfied with general answers because you cannot refute specific accusations with generalities. Although the act does not give you access on request to the names of those who lied about you, it does give you access to those names if you file suit under the act. Thus, the names cannot be protected forever. Many reputable agencies should see this and be willing to attempt to settle disputes with you without litigation. Even if the agency claims reverification, you can still have the item listed as disputed if it is in error, and file a brief statement outlining your side of the story.

A second common example is the credit card company that charges you improperly and will not answer your letter of complaint, but continues to bill you and threatens to ruin your credit rating if you don't pay. You can follow the procedure discussed earlier and wait until some other creditor turns you down, then go and get the file corrected. It may be better, however, to go and check your file at the local credit bureau periodically, so that you can correct errors before they are reported and you are turned down.

—R. N.

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The Right to Read

by DAVID DEMPSEY

"Millions of Americans read so poorly that they can barely read at all." This statement by the National Reading Council—set up last year by President Nixon—underscores one of the country's greatest social problems. An estimated three million adults are totally illiterate. Another twenty-five million job holders have "reading deficiencies . . . serious enough to deny them advancement." Five million young people are unable to read well enough to qualify for most types of employment. Eight million school children suffer from reading disorders requiring special remedies. The council speaks of a "reading disease" of epidemic proportions, an opinion buttressed by one authority, Dr. Samuel Sava, who argues "that a figure of 25 per cent for functional illiteracy for the male population at large would not be far off the mark."

The startling thing about these figures is that not only do more Americans go to school than ever before but on the average they stay in school longer. Paradoxically, as the educational level of the country has risen, so has the rate of functional illiteracy. For this, one logically blames the schools; yet, the problem is not so simple. As American industry makes increasingly sophisticated demands upon even its lowest paid workers, standards of "literacy" rise, too. Today, only about 15 per cent of the jobs in the United States are "unskilled" (compared to 30 per cent in 1945). By the end of the decade, it is predicted that this figure will drop to 5 per cent. Under these conditions, literacy takes on a new meaning, and this year's slogan for National Library Week—"You've got a right to read"—assumes a special urgency. The right to be able to read is, today, a condition of economic, to say nothing of cultural, survival.

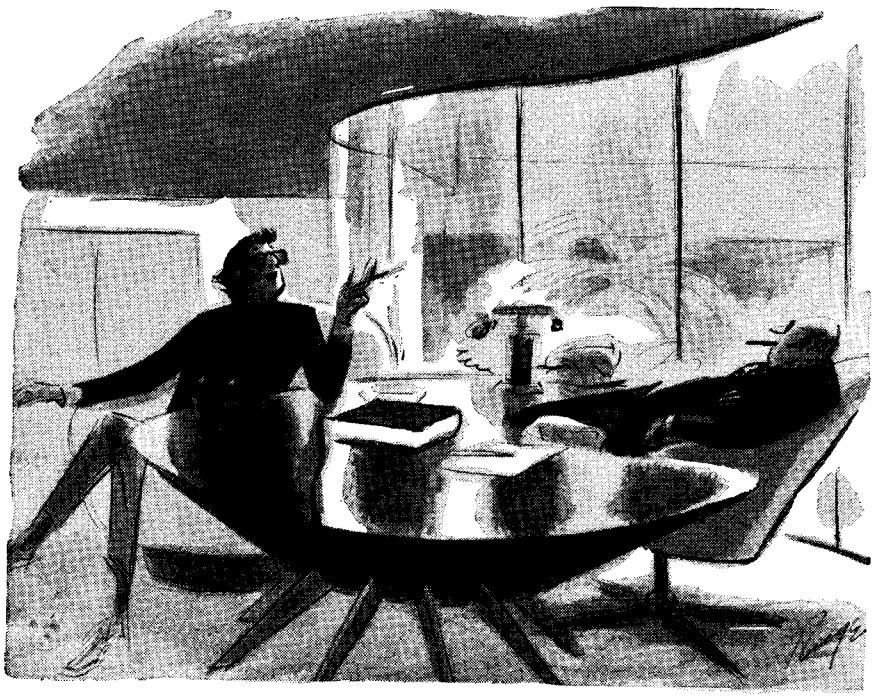
When the National Reading Council was organized, under the chairmanship of AT&T Vice President Walter W. Straley, no single government body had ever attempted to coordinate an attack on the "reading disease" in the sense that the National Institute of Health researches and seeks cures for physical ailments. One of the council's first acts was to commission Louis Harris & Associates to measure the "survival" literacy rate in the United States—that is, the percentage of Americans lacking the practical reading skills necessary to "survive" in this country.

The test used in the survey was the ability of the respondent to fill out application forms such as those used for Social Security, public assistance, Medicaid, and a driver's license. The findings were not too surprising. Functional illiteracy is highest for big-city dwellers and for rural inhabitants, with the latter group slightly worse off than the former in the ranges measured. Fewer people who live in small towns and cities had difficulty reading the forms. Suburban residents showed up best. Geographically, the South had the highest range of illiteracy, and people in the West showed the fewest reading problems.

Practical literacy decreases in direct proportion to income. Five per cent of those who earn less than $5,000 a year missed more than 30 per cent of the answers, but only 1 per cent of those with an income of $15,000 or higher did that poorly. Illiteracy among white respondents is about half that of blacks. Even among members of the low-income group, the range for nonwhites is much higher than that for whites. The youngest age group proved to be the most literate; the oldest (fifty and over) the most deficient. Between the sexes, women surpass men slightly in reading ability, although no one is quite sure why.

Until a few years ago, it was widely assumed that the reading difficulties of many children were caused by dyslexia, a disorder supposedly the result of MBD (minimal brain damage); but this theory could hardly explain why dyslexia should be more prevalent among poor children than among their more fortunate peers. Recently, a committee of medical and reading experts appointed by the Secretary of Health, Education and Welfare concluded that MBD is a small factor in the total problem, and that not more than 2 to 5 per cent of the school-age population suffers from physiological disorders that make learning how to read difficult.

The explanation, rather, lies in the cultural disorder underlying the family background of the student, the poor nutrition (a child may lack the energy level to concentrate, although he may be inherently bright), the absence of



". . . Then—for the big boffo finale—with three hundred girls singing the 'Ode to Joy' from his Ninth Symphony, we could have Beethoven regain his hearing."

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physical and social amenities. Studies indicate that the best readers come from homes that have lots of appliances and lots of rooms, but not necessarily lots of books.

From this the logical, but erroneous, conclusion might be drawn that if we should simply fill up the homes of non-readers with dish washers and turn on the hot water, the children would necessarily be turned on to print. This might help, but it would not solve the problem. Middle-class culture is as much a symptom of achievement as a reason for it. One appliance, however, that is specifically useful is television. Today, the right to read implies the right to watch TV. As Dr. Sava points out, television stimulates reading and "supplies conceptual background or comprehension and extends interests." But this gives rise to paradox. Although television may improve reading skills, it conditions the child to an electronic mode of communication so that the immediate benefit to books may prove to be a long-term loss.

Moreover, as the poverty child grows older, his limited access to books may choke off an interest in reading. Ghetto libraries are not always geared to ghetto needs. (To the poor, a library can be just another forbidding, middle-class institution.) The very act of teaching "literacy" can discourage a desire to read. Professor Philip Ennis, of Wesleyan University, points out that "The pressure to read for practical purposes can be so heavy and . . . onerous due to the training of 'how to read a page' in school that the use of print for other motives can be endangered."

It was with this in mind that the National Book Committee, the Ford Foundation, and the National Endowment for the Humanities combined forces to set up a Books Exposure project in Fall River, Massachusetts, three years ago. Carried out in five "culturally disadvantaged" elementary schools, this experiment in motivation emphasized reading at home as well as at school, and for pleasure rather than achievement.

Fall River proved to be a good choice; as a decaying textile city, it exhibited in microcosm most of the educational problems that attend the economic and social ills of the large metropolis. The school drop-out rate was high (33 per cent in high school, an even higher percentage in junior high) and 25 per cent of the school population was foreign-born, chiefly Portuguese. By and large, the children came from non-reading backgrounds. Previous efforts to improve their reading skills had been "costly and generally ineffective."

The research design in this project consisted of fifteen experimental and fifteen control classrooms, at grade levels one through five. Some fifty-seven volunteers were recruited, most of them local adults. In the experimental groups, reading sessions were held once a week, during school hours. Children were allowed to take books home, and they were given four books a year, of their own choice, as gifts. They also wrote their own poems, book reports, and stories. Emphasis was on "surrounding children with stimulating adults who encourage them to read, . . . share their excitement about books, and give them books of their own to keep."

The control groups, by comparison, were supplied with books, which the students were allowed to borrow, but there were no volunteers, no reading sessions, no writing projects, and no gift books. The results, when measured against the experimental units, were dramatically lower in the development of "reading attitudes," although both groups showed improvement over previous performance. In sum, continued exposure to books created a desire to read for pleasure, and when this was reinforced by group reading, adult stimulation, and book ownership, the children for the first time tended to prefer reading to many other forms of activity, and to "become increasingly careful in their choices."

Books Exposure is now moving on for tryouts in Boston and Minneapolis. Among older children, similar success in turning non-readers into readers has been achieved in "crash programs" such as that carried out in the nearly all-black Marshall High School on Chicago's South Side. A few years ago, Principal Henry Springs set up educational (he doesn't call it remedial) reading classes for students who wanted to catch up. "We keep these reading labs open from eight o'clock in the morning until ten at night, and the students come in," Springs told a conference organized by the National Book Committee. "The students run the bookshop, and they sell the books [primarily black-oriented] as fast as we can purchase them. . . . Some of the youngsters can't read these books, but they carry them around all the time." It is not just a matter of chance that more than 50 per cent of Marshall graduates now go on to college.

The National Reading Council hopes to enlist ten million volunteer tutors by 1976 to work with children who need help. A network of training centers will be set up across the country, model tutorial programs are to be conducted in various cities, and a public relations campaign will recruit volunteers and sell the idea to local communities, with the necessary funding to come from the Office of Education and other federal agencies.

"Tutoring breaks down the unproductive teacher-class relationship and, by definition, sets up a high productive arrangement of one-to-one where concern is paramount," the council declares. In tests to date, the most effective tutors have proved to be older children. "It has been shown that such programs upgrade the reading skills of not only the pupil but the tutor as well," the council adds.

Well and good, but where do we go from here? Fortunately, public libraries are beginning to take up the challenge of the ghetto in "outreach" programs directed at non-borrowers and (in many cases) non-readers. This is sometimes done by setting up neighborhood, or storefront, centers manned by community personnel. The Brooklyn Public Library's "3 Bs" project places small collections of paperbound books in bars, beauty salons, and barber shops. A few cities run free bus service for children in the district to get them into the library. The New Haven center ties in books with handicraft, art, music, and language clubs for young people. In some libraries, phonograph records provide background music for reading sessions, as well as enticement for the rock-happy young.

All of these programs have two things in common: They direct their primary efforts at poverty areas, and, hopefully, they extend the idea of literacy beyond the merely functional. Ultimately, for the millions of marginally literate in this country, reading must become its own reward. The right to read means more than knowing how to fill out a form.

Gift

by Reeve Spencer Kelley

I give you an ounce of blood
dressed as a sparrow

not necessarily
in masquerade, mind you,

though it is possible
it could have come
as a chickadee

but there it is
in a blood-proof skin
plus down and none-too-solid feather

a momentary sea
on dry land, in fatal red
and furious need of seed,
constant to the winging
of its shores

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Dossier Dictatorship

EDITOR'S NOTE: *This week* SR *focuses on the invasion of privacy. The lead article by Ralph Nader (page 18) discusses the use of the dossier by credit bureaus and other private organizations, while former Attorney General Ramsey Clark, in his review of Arthur R. Miller's* The Assault on Privacy *(page 29), assesses the impact of a rampant computer technology devoted to the gathering of information on private citizens. In the following editorial, editor-at-large Peter Schrag deals with the growing use of surveillance by governmental agencies.*

It does not take a long memory to recall the days when that segment of the Orwellian universe that dealt with government surveillance of private citizens and the collection of "dossiers" was largely the concern of fiction writers, students of Stalinist Russia and Nazi Germany, and a small number of others who were generally regarded as paranoids. There had been reports as early as 1966 or 1967 that the police had infiltrated the peace and civil rights movements, that the FBI was tapping Martin Luther King's telephone (among others), and that anti-war demonstrators were being carefully photographed by intelligence agents, but most of those reports were dismissed as exaggerations. If they cared at all, most Americans were certain that their government had neither the resources nor the guile to go into the snooping business in any large way.

We now know that we were wrong, that during the last generation (and most precipitously in the past three or four years) agencies of the government have created an extensive apparatus for the collection, storage, and exchange of what we once regarded as privileged information about the most intimate details of our private lives. The revelations of former intelligence agents (military and civilian) and the extended hearings last month of the Senate Subcommittee on Constitutional Rights have made it entirely clear that the paranoia of 1960 has become the fact of 1971. The Justice Department (particularly the FBI), the Internal Revenue Service, the Passport Division of the State Department, the Social Security Administration, the military, state, and local police, the welfare agencies, the motor vehicles bureaus, and other bureaucracies maintain dossiers on millions of Americans.

The information in those dossiers—many of them now computerized—is often required to carry on the legitimate and necessary functions of the agency that maintains them; but a substantial and growing part, as we learned from the hearings, is also accessible to other people and organizations, public and private, for purposes—to put it mildly—far beyond propriety or Constitutional limits. Sometimes the information leaks; sometimes it is exchanged between agencies; sometimes it is used deliberately to intimidate innocent people. Since it is now technologically possible for the government to link all its data banks through computer terminals and compatible storage systems, the potential already exists for obtaining a master print-out in seconds of all the information—fact, rumor, innuendo—that has been compiled on a particular individual by a number of different agencies. So far, that capability has not been implemented; if it ever is, the government or any unscrupulous official will be able to intimidate or blackmail political enemies at will and to engage in the sort of totalitarian machinations that were once the fantasies of political science fiction.

Yet, even without a central data bank, information has been blatantly misused. Sometimes it is sold—legally or illegally—to private buyers; in some states, any salesman can buy lists of car registrants (with the type, model, and age of the car) from the motor vehicles bureau; elsewhere individual policemen have sold confidential police information to corporate employers interested in the background of prospects for executive positions; sometimes information is surreptitiously released by the police or the FBI to the press to embarrass an individual or organization. We know from the subcommittee hearings that material collected by government investigators about Mayor Joseph Alioto of San Francisco was leaked to writers of a magazine exposé; we also know that last fall military intelligence agents were engaged in the surveillance of political candidates in the state of Illinois, among them Adlai E. Stevenson III, now the state's junior Senator. At this moment there is little other than self-restraint to prevent such information from being furnished to politicians who are sympathetic to government snoops or who happen to enjoy the favor of those who employ the agents. More subtle, but equally frightening, is the general potential for intimidating any citizen engaged in unpopular causes or in whatever political activities happen to displease the government at the moment. The effect is contagious and crippling; most men who think they are being watched are likely to be more cautious in their political opinions no matter how innocent their record and behavior. They have no assurance, moreover, that their dossiers are not loaded with implications and inaccuracies; there is no way that they can see, correct, or answer the material.

On several occasions during the hearings, Senator Sam J. Ervin, Jr., the subcommittee chairman, spoke of the "chilling effect" of government surveillance; what he could not know for certain at the time was that such surveillance has been used deliberately by agents of the government to intimidate dissenters. A few days after the hearings closed, several members of

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Congress and a number of major newspapers received copies of material stolen from the files of an FBI office in Pennsylvania. The FBI acknowledged that the documents were authentic. Among them was a newsletter from the FBI's Philadelphia office urging agents to step up their interviews with members of the New Left because "it will enhance the paranoia endemic in these circles and will further serve to get the point across that there is an FBI agent behind every mailbox." In that context, the official opposition of the Justice Department to any legislative checks on surveillance crosses the line between zeal for law enforcement and a cynical, official desire to intimidate political dissent in America. The testimony of William H. Rehnquist, an assistant attorney general (who appeared in place of Attorney General Mitchell), that "self-discipline" on the part of the Executive branch will be sufficient to eliminate most abuses in the surveillance machinery suggests something other than passion to administer the criminal justice system without excessive Congressional interference; it suggests that some people in the administration understand the intimidating effect created by public awareness that some individuals are being watched, that their phones may be tapped, their movements followed, and their activities recorded.

The hearings of Senator Ervin's subcommittee covered a wide spectrum of information-gathering and data storage, public and private. Professor Arthur R. Miller of the University of Michigan Law School testified that the average American is the subject of ten to twenty dossiers in government and private files, and warned the subcommittee that the nation is heading for a "dossier dictatorship." He further said, "Each time a citizen files a tax return, applies for life insurance or credit card, seeks government benefits, or interviews for a job, a dossier is opened under his name and an informational profile on him is sketched." Most people are at least marginally aware of the problems created by computer misinformation in such relatively harmless areas as department store charge accounts, utility bills, and credit card accounts. They may even know that their unwillingness to pay inaccurate bills will eventually affect their credit ratings and, on occasion, their chances for employment. But no private use of the dossier, however damaging to the individual, is as socially destructive as the existence of corresponding government files that may be used not only to harass individuals but to stifle free speech in general. "The tone of spontaneity of spirit that characterizes a free society," said Burt Neuborne, a lawyer with the New York Civil Liberties Union, "cannot survive in an atmosphere where all deviations from the norm are immediately noted by the state and stored for future reference." The existence of the file itself is chilling, even if it is never used.

The problem of controlling the processes of surveillance is compounded by elements all but endemic in contemporary society. Most Americans —from childhood on—have become so inured to the dossier that it now seems a normal part of existence, even an indispensable element of one's identity. To have no Social Security number, to confront an administrator who declares that "your file has been misplaced," or to transfer to a school that has no record of your previous existence in the system is to risk life as a non-person. Children learn from an early age that transgressions "will go on your permanent record" and that certain acts may be recorded without their knowledge or that of their parents; in many instances, they are denied any effective right to inspect their own files. And what begins in childhood is compounded in later years: welfare records, traffic records, credit records. We have been taught not only to accept our dossiers but to desire them.

At the same time, as one member of the subcommittee pointed out, "there is an extraordinary and relentless drive for more information." The self-actuating desire to collect and store data has a life of its own; each echelon collects more information than its mandate allows and disposes of less when (if ever) the order comes to destroy. Several high administration promises to have the Army dispose of its dossiers on private citizens are still awaiting fulfillment; in one case, originals were destroyed but tapes were kept; in another, the Army simply turned its material over to the FBI.

Members of Senator Ervin's subcommittee and other members of Congress are now struggling with the problems of control. Among the current proposals are bills that would give citizens the right to inspect their own files, make factual corrections, and deny derogatory statements. One such bill has been introduced by Representative Edward I. Koch of New York with the co-sponsorship of forty-five other members of the House. A similar bill has been introduced in the upper house by Senator Birch Bayh of Indiana. (Both bills permit the government to exclude cases and information affecting national security.) Other proposals would establish restrictions over the kind of information that can be collected and the manner in which it can be done. Still a third set of proposals would establish a Congressional watchdog agency similar to the General Accounting Office that would inspect and regulate the information-gathering of the Executive branch.

Clearly it is time that Congress acted to curb, however it is possible, the uncontrolled, anonymous, and relentless collection of data. The Constitution never contemplated the technological possibilities for surveillance offered by wire-taps, computers, and data banks, but it explicitly guarantees "the right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures." Nearly all of the bills now coming before Congress would help bolster that faltering guarantee. They might even force law enforcement agencies to be somewhat more intelligent and efficient in their choices of data.

None of the proposals, however, deals completely with the even more pressing necessity to keep public officials—from the Attorney General to the local superintendent of schools—accountable to the electorate and to the Constitution and laws of the land. "Privacy" is fast becoming a word like "ecology"; it is something everyone favors but is nonetheless regarded as an abstraction that can be eroded in favor of more immediate or "realistic" objectives: crime control, national security, and the necessity to maintain "complete" data. And like ecology, its purposes will never be served as long as it is regarded as the exclusive concern of Congress or the courts. The matter of citizen action is crucial not only in bringing pressure to bear on elected officials but in resisting the casual impositions of bureaucrats, public and private, who demand to know more than they need to, to carry out their functions. There are few questionnaires, application blanks, or interviews that do not ask for information unrelated to the purpose for which they were designed. At the same time there already exist some possibilities for challenging data stored by consumer credit agencies, schools, and certain other agencies. These possibilities have to be expanded; in the meantime, they should be used.

The historic American qualities of independence and contentiousness reinforce a healthy suspicion of imperious bureaucracies. There is no reason why they should not be applied for the purpose of harassing the local snoop if he comes around. Privacy, like clean air and water, can be polluted until none is left. Then we will have Big Brother. —PETER SCHRAG.

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Letters to the Editor

Behind Atrocity

ROBERT JAY LIFTON'S article "Beyond Atrocity" [*SR*, Mar. 27] is a profound indictment of our social conscience. His dissection of the substratum of our value standards . . . brought to the surface our inner moral cowardice and hypocrisy. Social factors have conditioned us to play the role of a cell in a pathologic condition. Personal survival calls for accepting the lesser of two evils, and, thus, the average person embedded in a society given to money values is quickly lost in the shuffle.

The irony of the whole problem is that we can't very well escape our cellular role, namely, aiding and abetting a society sick to its very core. Conscience, so far as social values are concerned, has become a luxury. In the very effort to survive, we accept, without any conscious realization, counterfeit values to appease our guilt.

JACK BENJAMIN,
Brooklyn, N.Y.

RE: Robert Jay Lifton's "Beyond Atrocity." The underlying factor, apparently ignored, is the fact that America must be Number 1. The constant reflection on the person-to-person atrocities attributed to the Nazis (as opposed to the remote fireball-in-the-sky of Hiroshima) compels Americans to be better at such person-to-person atrocities, with the subsequent demand that situations be made available for perpetrating such atrocities until Number 1 is realized.

WILLIAM J. KELLEY,
Sacramento, Calif.

IN HIS CLOSING statement, Robert Jay Lifton said that we, as Americans, must begin to confront atrocity in order to move beyond it. After reading the preceding pages of his well-documented essay, I was sorry to have read the last sentence. Sorry, because it proved that Mr. Lifton did not genuinely understand the role atrocity plays in American life every day.

There is no need to take up the task of meeting atrocity head on. We do this whenever we open our doors and see trees cut down with no new ones planted in their place, when we step off a bus and have exhaust fumes spit in our face, when we can walk past a soup kitchen and feel no compassion for those waiting in the lines. This is true genocide, true atrocity. And, Lifton should note, not only do we confront it, it confronts us right before our eyes.

It was stated that we move *beyond* atrocity. . . . Who among us is prepared to foretell what the one step beyond atrocity is? Does Lifton honestly think we are fully prepared to cope with it once we do find out?

The problem of atrocity in our society must be dealt with now in its present state without waiting for confrontation or a crystal ball. We cannot give so much time to what is beyond it. The answer to that is almost too clear to all of us.

JEAN ALICIA FUQUA,
Detroit, Mich.

"I think I'll stick it out here, but thanks, anyway."

Precedents Beneath the Palms

HORACE SUTTON'S article "The Palm Tree Revolt" [*SR*, Feb. 27] shows keen and objective insights into recent events in the West Indies. However, as a West Indian, I take exception to the idea that ". . . each has been inspired by the surge of the new nationalism in Africa and the rush of black power in America." Acknowledging important links between Africans, West Indians, and black Americans, one cannot assume that present developments are the result of such an "inspiration." May I remind that black nationalism was born at Haiti's independence in 1804 and that, according to Leopold Senghor, negritude has largely West Indian derivation?

The last phrase of the subtitle, ". . . or the first radical thrust toward black Marxism," might be more appropriate in light of historical developments that have propelled the Caribbean into the role of laboratory.

PATRICK BELLEGARDE-SMITH,
Washington, D.C.

Poetry's Promise

BRAVO to Louis Untermeyer for championing in "The Law of Order, the Promise of Poetry" [*SR*, Mar. 20] the cause of "order" in poetry. However, he should have gone even further than he did. A more frontal attack on the perpetrators of chaos and charlatanism was made year after year by Stanton Coblentz in *Wings, A Quarterly of Verse*, and in his volume *The Poetry Circus*.

Order should be the first principle of art to lift society from its disturbances and give it clearer vision. Beauty and esthetic pleasure mount from the bedrock of coherence. May the inner man once more be dominant in asserting nobility in the channels of life, including the important one of poetry.

DOUGLAS V. KANE,
New York, N.Y.

Love That Humor

RE: ROBERT LEWIS SHAYON'S comments on *All in the Family* in "Love That Hate" [TV-RADIO, Mar. 27].

An Archie Bunker who *knew* he was bigoted would have all the impact of a W. C. Fields who knew he was pompous or a Chaplin who knew he was pathetic. Here is a wonderful, refreshing force for good, light-years above anything else American TV has done. In one short season, it has struck more effective blows against prejudice and bigotry than *SR*'s whole staff has done in its combined lifetime.

Aside from his own flaming prejudices, the American "liberal's" most telling weakness is his abysmal lack of humor. E. B. White knew better when he said, "A despot doesn't fear eloquent writers preaching freedom—he fears a drunken poet who may crack a joke that will take hold."

FRED S. DONALDSON,
Austin, Tex.

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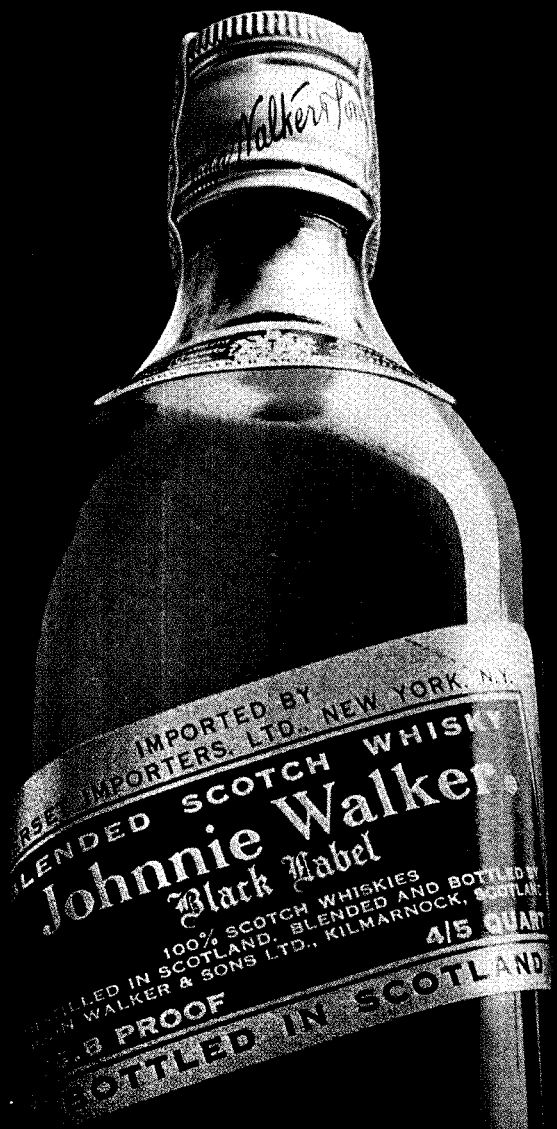

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Demeaning Human Dignity

by RAMSEY CLARK

THE ASSAULT ON PRIVACY: Computers, Data Banks, and Dossiers

by Arthur R. Miller

University of Michigan Press, 333 pp., $7.95

The computer as the future repository of knowledge, calculation, and control is central to any consideration of the quality of life in any society. The very nature of knowledge will be determined in large measure by cybernetics—the comparative study of automatic control systems by which we organize, store, and recall data. Arthur R. Miller, a brilliant young professor at the University of Michigan Law School, scrutinizes in this book the impact of the computer on one vital aspect of our lives—privacy. He came to the subject through chance. In the fall of 1966 a university colleague telephoned him to inquire about the legal consequences of placing copyrighted materials into computers. Mr. Miller quickly saw that law had not come to grips with the implications of this new technology. Moreover, he soon realized that the copyright problem, fascinating as it is, barely touches the range of legal issues arising from the computerization of data. This brought him to the potential threat of computers to privacy. The result is a well-organized, tightly reasoned, and thoroughly documented exploration of the inroads already made by computers on privacy—a pioneer work in a field that has vital implications for the very character of our people.

> Of late [he writes] lawyers and social scientists have been reaching the conclusion that the basic attribute of an effective right of privacy is the individual's ability to control the circulation of information relating to him—a power that often is essential to maintaining social relationships and personal freedom. Correlatively, when an individual is deprived of control over the spigot that governs the flow of information pertaining to him, in some measure he becomes subservient to those people and institutions that are able to manipulate it.

Although his deep concern is apparent, Professor Miller is balanced and unemotional in his analysis; he knows that computers are necessary and can be beneficial, but he is aware of the dehumanization that their irresponsible use can cause.

> . . . Many people have voiced concern that the computer, with its insatiable appetite for information, its image of infallibility, and its inability to forget anything that has been stored in it, may become the heart of a surveillance system that will turn society into a transparent world in which our homes, our finances, and our associations will be bared to a wide range of casual observers, including the morbidly curious and the maliciously or commercially intrusive. These fears have been exacerbated by the clarion call in certain quarters for the establishment of a National Data Center, by the emergence of surveillance data systems as well as computer-based credit-reporting services, and by the hypnotic attraction for electronic record-keeping being exhibited throughout government, industry, and academe.

Endless quantities of personal data are compiled but the individual is un-

RAMSEY CLARK, former Attorney General of the United States, is the author of *Crime in America*. Now in private practice, he is part of the legal team that will defend Philip Berrigan and other alleged conspirators against charges that they plotted to kidnap Henry Kissinger.

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able to control the storage and retrieval of dossiers on himself. In nature much of the material may be subjective, erroneous, irrelevant, and deleterious. Data banks now computerize information gathered from elementary- and secondary-school as well as college records; from aptitude, intelligence, and personality tests; from tax returns, census findings, and Social Security rolls. Private data are obtained from, among others, hospitals, the military, the police, credit bureaus (see page 18), employers, neighbors.

Professor Miller cites the use to which some ten to fifteen inspectors a day—government and private—put the American Airlines' flight reservations computer, and he adds:

> Given the recent expansion of computerized reservation services to include hotels, car rental agencies, theaters, and sports arenas, relational analysis of an individual's activities is clearly the wave of the future in the surveillance field. And don't forget the trail being left by your Carte Blanche or American Express cards; it may be an interesting one, especially if you happen to shop or dine at the same places as some Mafia capo or suspected subversive. . . .
>
> Perhaps the most significant threats to personal freedom are presented by the inevitable linking of computers to existing surveillance devices for monitoring people and their communications. One of the simplest contemporay snooping devices is the pen register, which, when attached to a telephone line, records a series of dashes representing the numbers dialed from a particular telephone. . . . When telephone communications are completely converted to digital transmission, it will be easy to prepare a ready-made machine-readable record of communications made from each telephone that can be cross-correlated with the record of calls made from other telephones to establish an individual's or a group's associations.
>
> Yet even the computer-pen register combination really is quite primitive and its surveillance yield is relatively inconsequential when compared to the possible offspring of the marriage between computers and the emerging optical scanner technology. . . . Several government agencies (such as the Social Security Administration and the Post Office) already are experimenting with scanners—for purely administrative purposes, we are platitudinously assured. . . .
>
> Extensive utilization of this technique could yield exhaustive lists of the mail sent and received by thousands of individuals and organizations and an analysis of the suspected relationships among the correspondents.

In his survey of the federal government's current practices in handling personal information Professor Miller comments favorably on the comparative discretion of the Census Bureau, considering the pressures to which it is exposed. But the menace to privacy inherent in the accumulation of so much information is evident in his description of inter-agency exchanges of data, with their looseness and high risks of misuse. He is uneasy, too, about the public's access to federally controlled personal data through such well-intentioned laws as the Freedom of Information Act. His examination of the potential for wire-tap and other illicit interception of computer data reminds us that the machine, too, is not inviolable.

As Professor Miller demonstrates, the present state of the law on privacy is like a wandering minstrel—a thing of shreds and patches—torturously trying to apply old theories of law to conditions beyond their philosophies. Not content merely to survey a major social problem and current relevant law, Mr. Miller, in the most original and creative part of his lively inquiry, directs himself to the need for a new legal framework and techniques for insuring privacy in a world of computers. Wisely, he remains skeptical as to what really compels the "data-ad-

Employment Application Tests

1) The use of an examination that will yield sensitive data about an individual or that may have an adverse impact upon him should be restricted to situations in which its administration can be justified as essential to achieving a significant socially desirable objective. In the case of psychological testing, this might be true when the examinee's activities involve the health and well-being of others.

2) The validity and statistical reliability of all tests should be established before they are put into use. Examinations should not be employed unless their efficacy for a particular purpose is clear, and the user community should be informed of the test's proper range of utilization and its past record as a measurement of individual performance. Test formulators must be encouraged to frame and enforce a standard of care for the development and administration of their products. The responsibility of test developers should be enforced by recognizing the right of an individual who has been injured by a poorly designed test to bring a civil action for damages against the test publisher or the user.

3) Procedures should be instituted to insure that test data are recorded accurately. In some contexts this may require showing some or all of the raw data to the test subject for purposes of confirming its content.

4) Access to raw test data should be restricted to highly trained professional personnel and the material should be destroyed immediately upon its evaluation, except when preservation will further some paramount objective that outweighs the risk to the individual's privacy. If the data are not destroyed, their accuracy should be reappraised periodically, specific items of data should be purged as they become obsolete, and special security measures . . . should be undertaken to prevent unauthorized access to them.

5) Test evaluations should not be used beyond the specific purpose for which the examination originally was administered. When similar information about an individual is needed for a different purpose, the subject should be retested with an examination that is appropriate for the second context. Evaluations also should not be permitted to become stale. Retesting often is a better alternative than relying on an outdated evaluation.

6) Computerization of sensitive test data or their evaluation should not be undertaken in the absence of a clear need to do so that outweighs the risk to the individual's privacy. Even greater restraint should be exercised when there is a possibility that the computerized version may be preserved as part of the subject's dossier, stored in a large data center containing comparable data on others, or introduced into a multiple-access computer network.

7) If computerization is necessary, the system in which test data are stored should be protected by security devices, administrative procedures, and personnel regulations that are designed to minimize the risk to the individual's privacy. If it is lodged in a remote-access system, special safeguards must be employed for the transmission of the data.

—From "The Assault on Privacy"

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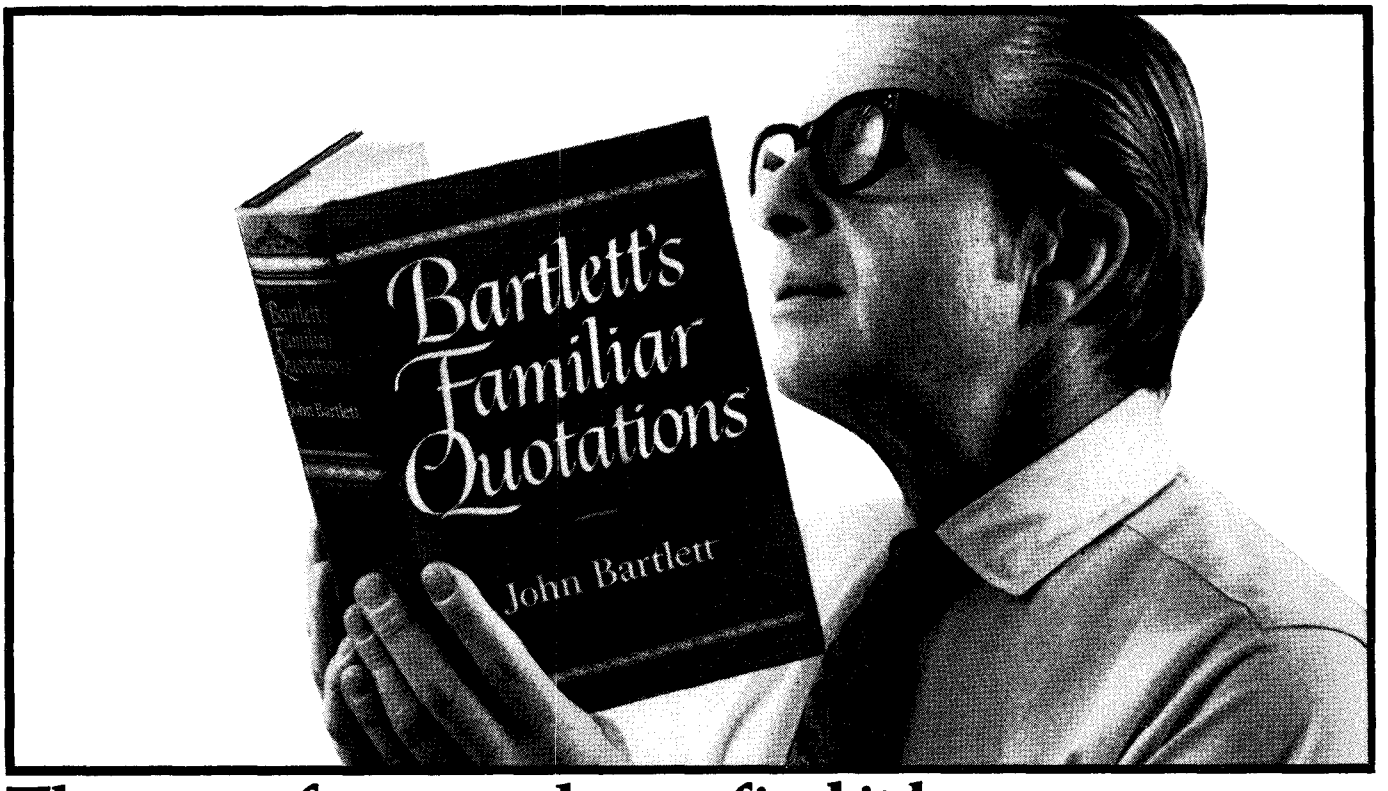
Some people are born with a gift for eloquence.



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dicts," although he concedes that both their power and their requirements necessitate sophisticated forms of self-discipline and control.

When the National Crime Information Center was initiated in January 1967, only self-restraint and budgetary limitations kept it from computerizing personal data of concern to police. Who is suspicious? Who has been arrested? Who associates with people believed dangerous? Why not put all data about every suspect into a single computer instantly available to every policeman? Because we realize the imperfection of all men, including police. Because we hold some values higher than safety—among them, freedom. Because we believe in the individual, in his worth, integrity, and dignity. What is left of a man if every jealousy, hatred, or fear of him, every mistake and misconception about him, every foible, idiosyncrasy, and vice, and every fact and fiction are recorded for all to see?

The Assault on Privacy is an enormously important book. With wit, grace, reason, and humane concern Professor Miller has not only grappled with the challenge of change in a mass, technologically advanced society but exercised the type of foresight that will be essential to the mastery of technology. For technology does not make moral judgments. It can destroy as well as create. Even now it threatens privacy. And our failure to address this problem—to secure the essential enrichments of the computer while avoiding its potential ravishment—can destroy human dignity.

FRASER YOUNG
LITERARY CRYPT NO. 1446

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1446 will be found in the next issue.

CSD GKT IVS FDKINNH, UOWS

CSD GKT EUSSN JIBUH, IVS

IUGIHE NVTFB TA PKS AIRP.

—JSVPVIDB VFEESUU

Answer to Literary Crypt No. 1445

A man only understands what is akin to something already existing in himself.

—FREDERIC AMIEL.

Book Forum

Letters from Readers

Why We Are in Vietnam

I DISAGREE WITH Richard Halloran's uncritical review of *Roots of Involvement: The U.S. in Asia 1784-1971* [*SR*, Mar. 27]. Mr. Halloran quotes without comment Marvin Kalb and Elie Abel's statement that "We found no substantial evidence that the United States was driven by imperialist motives . . . to search for markets and raw materials . . . in Vietnam."

The *U.S. News and World Report* of April 16, 1954, carried an article headlined "Why U.S. Risks War for Indochina." That article's lead paragraph contains the following sentence: "Tin, rubber, rice, key strategic raw materials are what the war is really about. U.S. sees it as a place to hold—at any cost."

Inserted in the same article is a box separately entitled "The President Explains the Value of Indochina," which is a summary of President Eisenhower's answers to questions put to him in a press conference on April 7, 1954. A quote from it reads: "In its economic aspects, the President added, [the loss of Indochina] would take away that region that Japan must have as a trading area, or it would force Japan to turn toward China and Manchuria, or toward the Communist areas in order to live. The possible consequences of the loss to the free world are just incalculable, Mr. Eisenhower said."

I think Mr. Eisenhower's statements of April 7, 1954, make out a strong case for the "markets and raw materials" thesis. Indeed, I think it is the only rational (sick!) explanation—since this nation hasn't killed thousands of Asians and spent maybe $150-billion on killing expenses because we love them so much.

KEITH MCKINLEY,
Madison, N.J.

Sephardim in Iberia

THE REVIEW of *The Grandees* [*SR*, Mar. 20] has several historical errors. While Jews may have moved "in the highest circles on the Iberian peninsula" in the fourteenth century, these Jews were an insignificant number of the total Jewry there. In 1391 the Jewish communities of Barcelona, Toledo, and Seville were either totally destroyed and their inmates assassinated or else the Jews in the *aljamas* (the Spanish for the ghettos in Spain) were compelled to convert under fear of death.

Jews had been compelled to reside in the *juderias*, another word for ghetto, since the thirteenth century. The expulsion in 1492 was merely the climax of the persecution of the Jews that began in the fourteenth century. The 500,000 or more Jews who left Spain (actually only Castille and Aragon because Spain was not a political entity until 1516) went to Italy, North Africa, and the Ottoman Empire, except for the 100,000 who went to Portugal.

The Jews did not go to Holland until 1580, and they first received official refuge in 1596, a century after the expulsion.

The Sephardim in the Iberian peninsula were not "aristocrats first and Jews second." One of their greatnesses was that they lived as observant and proud Jews and integrated into the milieu of their environment. The poetry, the prayers, and the philosophical works written in the Iberian peninsula between 1050 and 1400 show that their major interest was in their faith.

SEYMOUR B. LIEBMAN,
Miami, Fla.

Derivations

EMIL KNUTZNER'S LETTER [BOOK FORUM, Mar. 3] is a rabid misrepresentation of facts gathered by anthropologists, historians, and archeologists through the nineteenth and twentieth centuries. It is clearly derived from the "thinking" of racists like Count Gobineau, Houston Stuart Chamberlain, and the infamous Alfred Rosenberg in his "Mythos of the Twentieth Century."

The fact is that that the Arabs are Semites like the Jews, the ancient Sumerians, Babylonians, Assyrians, and Phoenicians and, according to the newest findings, the Minoans, Mycenaeans, and Cretans. They all share a common heritage in their language and early religion.

The fact is that the Indogermanic people came between 3000 and 1500 B.C. from the Turanian Steppes, and in a three-pronged attack their hordes descended into India, Europe, and Asia Minor, where they subjugated the peaceful original inhabitants.

The fact is that the Arabs after their conquest of Mesopotamia, North Africa, Spain, and Sicily had created an empire and attained a high level of civilization with many Jews, as their distant relatives, in positions of trust, which lasted until the eleventh century in their non-European territories and until the fifteenth century in Spain. The end of this enlightened era came when the Mongolian hordes overran the califate and imposed their own rulers, mostly descendants of Genghis Khan, on the unhappy peoples of many lands. Subsequently the Arab people steadily deteriorated under their foreign rulers, the last of whom were the Ottoman Turks.

Since 1921 the Arabs have been free. But have they made good use of their freedom? They are feuding among themselves in their vast unused territories and won't accede another unhappy people, the Jews, the right to live in their ancient homeland, Judea.

FRANK W. GUTMAN,
Milwaukee, Wis.

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Peace, Health, and the Doctor

by JOHN LEAR

THE QUALITY OF MERCY: A Report on the Critical Condition of Hospital and Medical Care in America

by Selig Greenberg

Atheneum, 385 pp., $6.95

THE GERBER REPORT

by Alex Gerber

McKay, 242 pp., $6.95

One of our greatest prides as Americans is our peace-loving nature. The Indochina war has been corroding it for many of us, but we have reassured ourselves that the stain on our conscience will wash away with the withdrawal of our troops from Vietnam. Now, however, a question about the persistency of our peaceable spirit arises from a source distant from the fighting in the Oriental jungle:

Why, if our commitment to peaceable pursuits is not experiencing serious dilution, is the recovery rate from war casualties one of the few examples we have of excellent medical care in this country? Why, to be more explicit, is our outstanding record in military medicine so grossly mismatched by our standing in civilian medicine? Why, while we sedulously (and properly) guard the health of our fighting men, do twenty-one other countries have a higher male life expectancy than we do, and why is our infant mortality rate higher than the rate in thirteen other nations, all poorer in terms of money than we are?

The challenge lies in the text of two new books on the art of human healing: *The Quality of Mercy*, by Selig Greenberg, a New England medical journalist, and *The Gerber Report*, named for its author, Dr. Alex Gerber, a California physician and a fellow of the American College of Surgeons. Back-to-back with the above question is a related one that Greenberg simply suggests by quoting Dr. Colin MacLeod, the Commonwealth Fund's vice president for medical affairs: "We should be exporting physicians . . . if we wish to hold up our heads before the world."

What bearing has the export of physicians on our ability to face other peoples with equanimity? It is directly related to our claim to be lovers of peace and to prefer contending with communism on peaceful ground rather than on the battlefield. Dr. Gerber translates the message into nondiplomatic English:

> Though the Soviet [Union's] population is only 17 per cent larger than ours, their medical schools turn out 350 per cent more graduates. The vast training program makes it possible for the Soviets to build and staff hospitals in North Vietnam, Nepal, Burma, Algeria, Ghana, Yemen, and other underdeveloped countries. The number of doctors that the Soviet Union exports annually to emergent countries is reported to be about 2,000. It would take the output of twenty-five average-sized American medical schools to match that number.
>
> Those who are familiar with the tremendous impact that has been made in foreign lands by a single American private effort, the hospital ship *Hope*, can appreciate the effect that this much greater Soviet foreign medical aid is having, not only in improving the health of backward people, but in establishing a humanitarian image for the Soviet Union. Some may argue that Soviet medicine is inferior to ours, but that is an irrelevant quibble. Her physicians look good indeed compared to the witch doctors of Africa and the herb dispensers of Asia.

There is ample documentation in both *The Quality of Mercy* and *The Gerber Report* to establish the fact that our medical support for the spread of Russian influence is not only passive but active. We have contributed to the image of magnanimous communism by helping to create the need the communists are filling abroad. The United States imports about 1,700 foreign-trained physicians every year. They now make up roughly 14 per cent of our available medical manpower, fill almost 30 per cent of our hospital internships and residencies, and account for one in every five doctors licensed in this country annually. The nations from which most of them come are belatedly taking steps to keep them at home. India, for example, now requires all physicians who leave its borders to put up a substantial cash guarantee of their return. Haiti's dictator, François Duvalier, keeps diplomas of all Haitian medical school graduates locked up to deprive any escapee of the professional credentials he would need to get a job elsewhere.

Our practice is "immoral—the height of cynicism," Dr. Gerber says. But, he adds: "If it dries up, this source of medical manpower will have a catastrophic effect on many of our hospitals, especially in the East and Midwest. . . . What would it do to the hospitals of New Jersey, where 87 per cent of all interns and 78 per cent of all residents are foreign-born!"

Should we lack solid evidence of the dreadful consequences of our failure to set meaningful priorities for American society, we would find it in the Gerber and Greenberg books. While

"It was fun in the beginning. But let's face it, even the most idyllic relationships lose their glow after forty years."

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we are undermining our reputation abroad by importing doctors whose presence is vital to the future of their native lands, our own medical schools are turning aside two-thirds of the young Americans who apply for training.

Why this tragic paradox? Because the American Medical Association for thirty years selfishly discouraged medical school enrollments in order to keep the number of doctors down and their incomes up. Not only Gerber and Greenberg but the writer of a third current book on medicine—Ed Cray, author of *In Failing Health* (Bobbs-Merrill)—offers detailed accounting of this incredible disservice. After the crippling effects of its policy became clear to and were protested against by everyone else, the AMA in 1966 reluctantly reversed its position. With what result? Practically none.

Here the question of the sincerity of our protestations of peaceable intent as a nation recurs. Dr. Gerber puts it well:

> Under the fierce pressure [of the Second World War], medical schools worked twelve months a year rather than nine. They turned out doctors in three years instead of four, and interns served nine months instead of twelve. The doctors who were turned out under that program were, and are, good physicians. A recent study of their present performance showed that they are the equals of the four-year men who were graduated immediately before and after them.

In an article published by *Medical Economics* in 1966 (the year of the AMA turnabout) Dr. Gerber proposed that the wartime intensification of medical teaching be reinstituted to meet the peacetime crisis. The suggestion was ignored. The idea is broached again in *The Gerber Report*, where the author appends to it this comment: "I am acquainted with enough medical educators to know that many of them will resist. . . ."

That remark challenged my curiosity, and I undertook some original research to learn whether the situation holds any hope. I discovered one medical school, the one associated with the University of Tennessee, that teaches the year round. A new class is started every six months, in September and in March. Members of the class have but one brief break in study—a six-week period between the end of the junior and the beginning of the senior year. Instead of leaving the school for a vacation at that time, many students take advantage of available preceptorships to serve as clinical assistants to established physicians.

Tennessee's medical course is completed in thirty-nine months, nine months less than the time students spend in other medical schools. Since the usual Tennessee class has about 100 students, the total output of the school in four years, allowing for attrition and assorted unexpectables, runs between 700 and 800 new doctors. Only unusually big schools like the University of Michigan can match that contribution.

Tennessee got some unexpected attention when the George Washington University Medical School in Washington, D.C., adopted the Tennessee method. Since then at least three years have been spent in execution of the George Washington plan. The entire medical curriculum has been revamped, new buildings have been erected to contain the reorganized classes, and actual enrollment under the intensified teaching system will begin in the fall of 1972.

Big George Washington's frank imitation of little Tennessee caught the eyes of medical education monitors in the United States Department of Health, Education, and Welfare. HEW thereafter began watching Tennessee's performance more closely. A year or so ago, the Bureau of Health Manpower Education in the National Institutes of Health issued a grant to the Stanford Research Institute in California to cover a socioeconomic analysis of the quality and cost of the Tennessee teaching scheme. Two Stanford staffers, psychologist Carl Rittenhouse and economist Sam Weiner, were assigned to make the study. They are now on the point of turning in these findings:

- The bill for putting a medical student through Tennessee is about 20 per cent less than the bills at other medical schools.

- Tennessee alumni are competent practitioners in their respective fields.

- Tennessee graduates qualify in disproportionately large numbers for internships in the better hospitals.

- Tennessee students like the Tennessee system because it gets them out into clinical practice sooner.

- Tennessee's faculty members complain that they must work harder than their peers at other schools, but they do not make that a major issue because the professors enjoy additional compensation for the added teaching hours and have freedom to do research.

Is there any good reason why the Tennessee system of teaching medicine should not be adopted across the country? I asked psychologist Rittenhouse. Personally, he saw none. But he cautioned that there are many medical men who doubt that the pool of qualified talent is large enough to feed such an accelerated learning mill. Four sentences from *The Gerber Report* recalled themselves at that point:

> These dissenters must face the stark alternative. Tens of millions . . . receive little or no medical care or are ministered to by practitioners far inferior to those who would be turned out by an expanded program. These [millions of] people simply will not continue to accept so inferior a status. Either we devise means to give everyone ade-

Your Literary I.Q.

Conducted by David M. Glixon

FICTIONAL AUTHORS

The authors of the works listed in Column 1 were the characters in Column 2, who were created by the real-life authors of Column 3. Audrey Van Mell of Chicago proposes that you spin the right threads into an authentic yarn, or take the shuttle to page 82.

1. *Upon the Distinction Between Ashes of the Various Tobaccos* ( )	A. the "Duke" and the "Dauphin"	a. Cabell
2. *The Spanish Armada* ( )	B. Fauchery	b. Dostoevsky
3. *The King's Cameleopard* ( )	C. Sir Austen Feverel	c. Doyle
4. *The Tinctured Veil* ( )	D. Scythrop Glowry	d. Kaufman & Hart
5. *The Golden Fly* ( )	E. Sherlock Holmes	e. Maugham
6. *The Murder of Gonzago* ( )	F. Ivan Karamazov	f. Meredith
7. *Poison Gas* ( )	G. Alroy Kear	g. Peacock
8. *The Grand Inquisitor* ( )	H. Felix Kennaston	h. Sheridan
9. *The Pilgrim's Scrip* ( )	I. Puff	i. Shakespeare
10. *Philosophical Gas; or, A Project for a General Illumination of the Human Mind* ( )	J. Hafen Slawkenbergius	j. Sterne
11. *Treatise on Noses* ( )	K. Penny Sycamore	k. Twain
12. *Biography of Edward Driffield* ( )	L. (unknown)	l. Zola

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quate health services as a fundamental right, or involuntary methods will be devised for us.

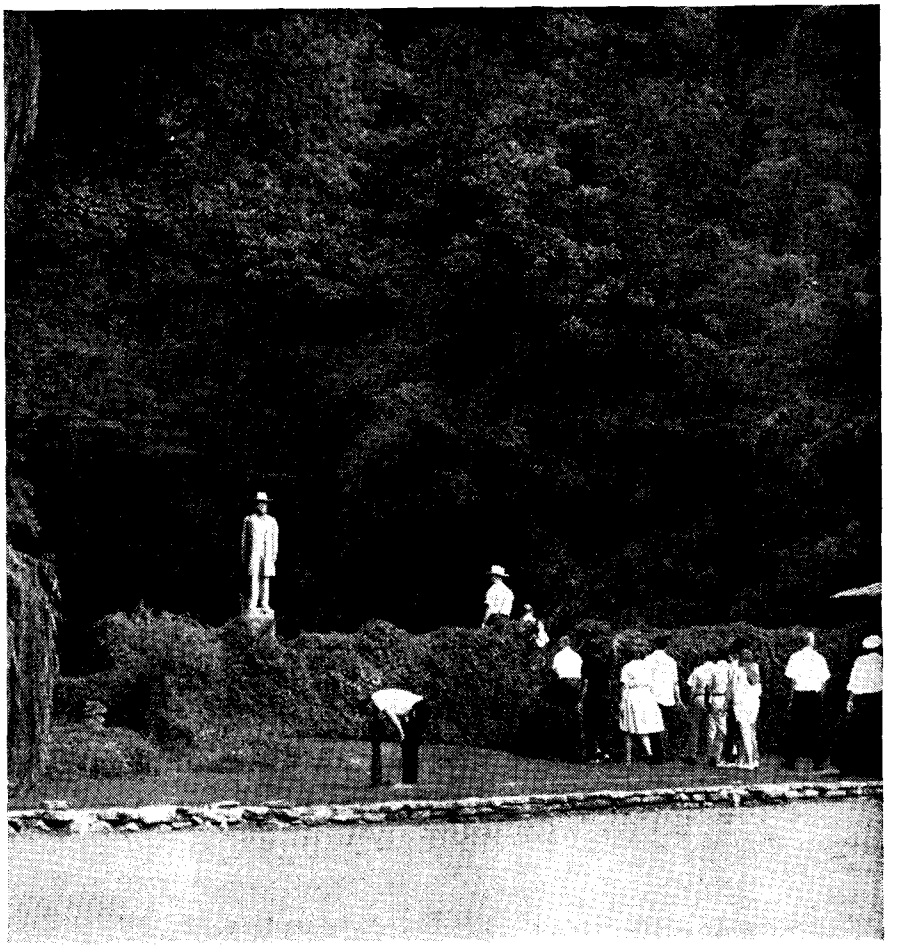
It is entirely accurate to say, as Dr. Gerber does, that the doctor shortage must be ended before anything else of significance can be done to clean up the prevailing mess in American medicine. If the medical schools need more money to speed matriculations, we could do worse than take it from the rapidly proliferating grants that are now financing biomedical research. Researchers already scent the possibility of such an eventuality and are voicing their anguish loudly. The lamentations are at best premature and at worst insupportable. Research is undeniably important to modern medicine and should be encouraged as amply as the public pocketbook allows. But if a choice must be made between research and teaching under prevailing crisis conditions, the decision belongs to teaching.

Those, I should specify, are strictly my own sentiments, derived as much from reading Rashi Fein and Gerald I. Weber's *Financing Medical Education* (McGraw-Hill) as from the Gerber and Greenberg books, which convey no bold prescriptions of any kind.

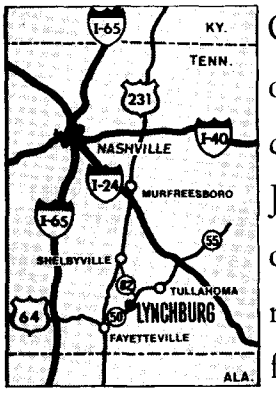
Although *The Gerber Report* has an appealing directness, it leaves the impression that for all his experience in the consulting office and operating room, Dr. Gerber is still unsure about appropriate remedies for current problems. Except for the necessity of filling the doctor shortage as swiftly as possible, the only certainty he expresses is the inevitability of the passing of the old-fashioned general practitioner, "the family doctor." He condemns the medical profession's failure to discipline physicians who in one way or another shortchange their patients. But he suggests no clearcut course to correct this abuse. Since the West is a full quarter century ahead of the East in experimenting with new methods of clinical care, and since Dr. Gerber himself is a "team" practitioner in the new tradition pioneered by Dr. Sidney R. Garfield with Henry J. Kaiser's blessing at Grand Coulee Dam in 1938 (Greer Williams tells this part of the story with lucid grace in the Kaiser Foundation publication *Kaiser-Permanente Health Plan—Why It Works*), I expected him to argue for team practice as a replacement for solo medical performance. He does so argue—up to a point. Beyond that point, which he does not fix in either space or time, he insists that the team concept will not work for everybody.

Greenberg's *Quality of Mercy* is hardly more decisive. It, too, bespeaks an

(*Continued on page* 46)



THIS IS ONE OF OUR FAVORITE PICTURES of Jack Daniel Hollow. We hope you like it, too.



One of our employees is showing a group of visitors up around the limestone cave spring. No doubt he's telling how Jack Daniel discovered the spring over 100 years ago and put his distillery right alongside it. One man has paused for a drink of water. But he'll have plenty of time to catch up with his friends and not miss a thing. We're happy most everyone enjoys a visit like this to our Hollow. What we're hoping is, this fine picture might inspire a visit from you.

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THE BATTLE OF PHARSALUS

by Claude Simon
translated from the French
by Richard Howard

Braziller, 187 pp., $5.95

Reviewed by Thomas G. Bergin

■ One hears it frequently said nowadays that the classical novel, as perfected by the nineteenth-century masters and exemplified in our time by the works of such artists as Thomas Mann, D. H. Lawrence, and Ernest Hemingway, is obsolete and doomed to extinction. The traditional form, so runs the thesis, was the product of a certain social pattern, structured, integrated, and disciplined, which is in process of decay. If creative prose is to survive at all, the novel as we have known it must yield to something new and different, to the *"anti-roman,"* as the French call it, a form that has been in the making since Proust and Joyce and is embryonically visible in Faulkner, paralleling surrealism, psychoanalysis, and the twentieth-century revolution in mores.

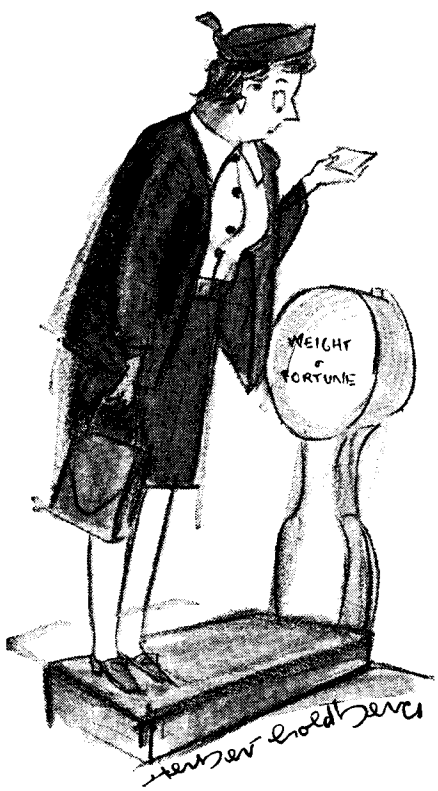
If we accept this line of reasoning, we may find in *The Battle of Pharsalus* a perfect example of the new species. The work dispenses with all the elements of the traditional form: it does not tell a connected story; it has no clearly established protagonist (in fact, one can hardly tell whether it is written in the first or third person); it does not seem to have any recognizable structure or any sense of direction—least of all any moral or social "lesson" such as novelists from Dickens to Forster were not ashamed to teach us.

All of which is to say what *The Battle of Pharsalus* is not; but I think the negative approach is pardonable when a work is so difficult to define in positive terms. Still, it is certainly about something, and there are two passages that may be useful in giving us a clue. At the end of a two-page sentence in the section entitled "Lexicon" the author remarks: "We must represent the totality of the system as a moving body ceaselessly altering around a few fixed points. . . ." A few pages farther on we find this: "O. is reading in a History of Art the chapter on the German painters of the Renaissance: 'They never take the shortest road to the essential and to the most logical goal. The detail always conceals the whole, their universe is not continuous but consists of juxtaposed fragments.'" In an earlier novel Claude Simon described his modus operandi as similar to splicing a series of haphazard clippings from old films out of their proper order, with occasional overlaps.

So *The Battle of Pharsalus* is, in effect, a succession—or, better, since that word carries a sense of orderly sequence—a mélange of recurrent episodes and images: excerpts from Caesar's account of the battle (in which he defeated Pompey in 48 B.C.), war memories of the protagonist (or someone else), candid snapshots of people emerging from a Métro station, an act of ferocious copulation (how could we do without that nowadays?), and other matters—all competently catalogued in the helpful publisher's blurb. What the author is after, of course, is the depiction of a more intense truth, a deeper realism than the old novel gave us. He tries to achieve this by getting inside the mind, where memory, anticipation, and pure observation mingle in undisciplined vigor. The meticulous descriptions of farm machinery, postage stamps, and landscapes have an obsessive precision that suggests hallucination. Perhaps the whole book may be seen as the record of a hallucinatory moment. And hallucination, as saints and sinners alike have discovered, has its own truth. It is this truth that Claude Simon, along with such of his compatriots as Alain Robbe-Grillet and Michel Butor, is striving to present.

One need not question either the sincerity or the validity of the approach. What one may ask is whether or not such visions are communicable. This kind of art is going to take a lot of getting used to, and at the moment one is tempted to say that it deserves study as a document of cultural history, a kind of emblem of what we may be coming to: fragmentation, ethical skepticism, obsessive solipsism. But twenty years from now will it have readers or only students?

Thomas G. Bergin has been reviewing modern novels in various languages for some forty years.



"You will embark on a spiritual journey. You will encounter a great and overpowering love. For a thrilling conclusion to this prophecy, deposit 10¢."

THE LEGEND OF OGDEN JENKS

by Robert Emmitt

McNally & Loftin, 203 pp., $5.95

Reviewed by William Decker

■ Fiction set in the early days of the American West comes in a variety of forms. There are, among others, the mythic West-that-never-was entertainment, the serious, historically accurate novel, the adventure yarn, and the romance. *The Legend of Ogden Jenks* falls into the category of Western Gothic. The atmosphere is ominous, the characters are larger than life, the violence reaches fantastic proportions, the progress toward doom is relentless.

Ogden Jenks settles in a wilderness valley, tucked far enough away in the high plateau country of northwestern Colorado to satisfy his driving quest for solitude. Jenks is the quintessential loner, a moody and sometimes violent man whose only weapon is a knife. He is repelled by humanity, and after a grizzly bear claws away his face, most of humanity is repelled by him, and his legend begins to grow. When he shows up in town with a wagonload of high-grade copper ore, speculation runs rampant, but no one would think of trying to find his mine. No one except Dot, a mysterious black man, who convinces Jenks that he cannot possibly work the mine alone.

Their partnership, which is short-lived, is almost terminated by Og's knife, but Dot escapes. Some of the other improbable partners Jenks takes up with are not so fortunate.

The publishers claim that this book is "among the finest novels ever written about the American West." That is ridiculous. But if you like to read about ghouls and ghosts and things that go bump in the night, and if you are ready to suspend disbelief, try this horror story.

William Decker, an editor and critic, is the author of a novel of the West, "To Be a Man."

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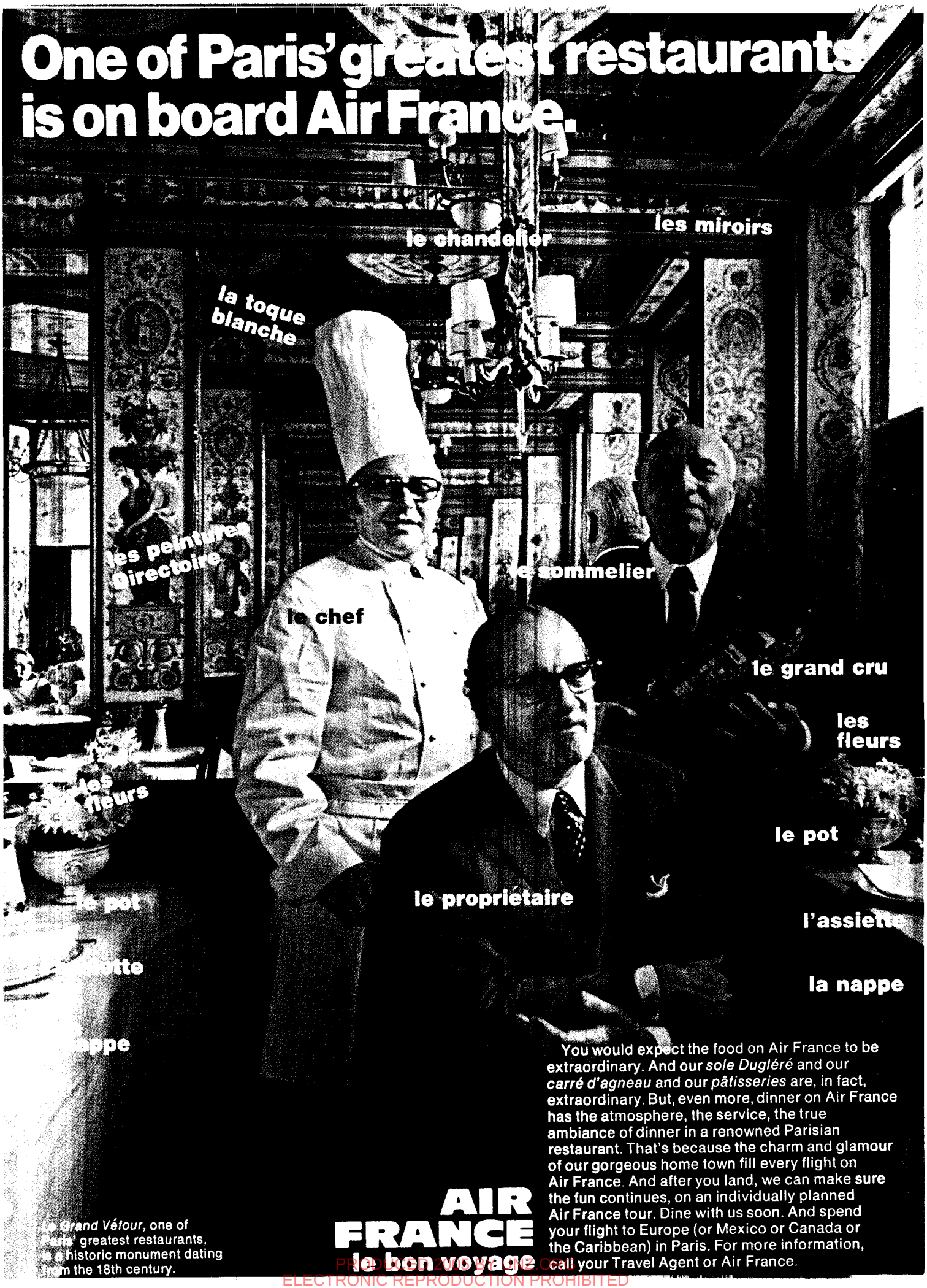
One of Paris' greatest restaurants is on board Air France.



Le Grand Véfour, one of Paris' greatest restaurants, is a historic monument dating from the 18th century.

You would expect the food on Air France to be extraordinary. And our *sole Dugléré* and our *carré d'agneau* and our *pâtisseries* are, in fact, extraordinary. But, even more, dinner on Air France has the atmosphere, the service, the true ambiance of dinner in a renowned Parisian restaurant. That's because the charm and glamour of our gorgeous home town fill every flight on Air France. And after you land, we can make sure the fun continues, on an individually planned Air France tour. Dine with us soon. And spend your flight to Europe (or Mexico or Canada or the Caribbean) in Paris. For more information, call your Travel Agent or Air France.

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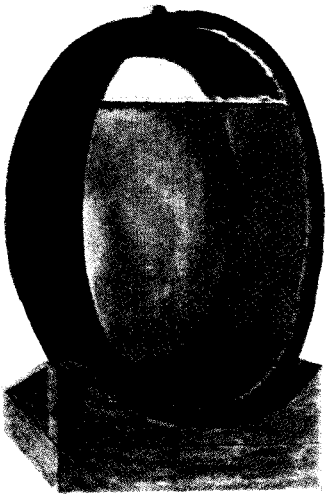
and you'll appreciate them for the rest of your life.

Flor—the remarkable cause of Sherry

Around the 1st Century B.C., a unique yeast started to materialize from the Spanish air quite suddenly, at vintage time. A snowy, whipped-cream-like surface bloomed over some, but not all wines. It looked like an enormous, white lily. So the Spanish called it *Flor* for flower. Gradually, all the lighter, finer wines thus began to flower...their bouquet changed, and their character deepened...they became dryer, crisper, and acquired more nose...the first Sherry was happening.



And now, 2000 years later at Almadén, this miracle is happening beautifully in California. Here's how it developed.

The Sherry grape

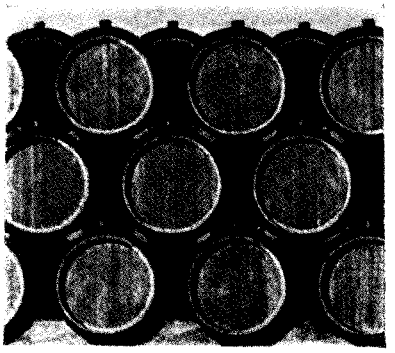
The golden Palomino grape—the essential start of the best Sherry, was brought over from Jerez, Spain and planted in the rich soil of California. It was a perfect fit. At this point, two essential ingredients for fine Sherry had been brought to Almadén: *Flor* yeast and the Palomino grape. Next we swung our attention to method, and realized that the Solera system—that process used originally in Spain—was the only way to produce highest quality Sherry. And that required special barrels.

White oak from Tennessee

The best wood for aging Sherry is white oak from Tennessee; even the Spaniards haven't found another oak as good. So we arranged to have white oak cut down and shipped regularly to Spain; there, with skilled hands, Spanish coopers shape it into butts or casks. These are returned to Almadén where they hold the wine in two important stages. The first is in what the Spaniards call a *Criadera* (literally, a nursery) where the dry, young Palomino wine takes on the *Flor* flavor. Next is the *Solera.*

The Solera System —2000 years old.

A vast, dim room holds tier over tier of small oak barrels—some 20,000 in all. The young wine is poured into the topmost tier. What is drawn off for Sherry comes from the bottom tier—and never more than a third of a barrel at a time; this is replenished from the barrel above, and that barrel from a still higher barrel. This is the Solera System: through the years, the young Palomino wine blends with the older wines, moving slowly, from barrel to barrel, until it takes on the richness and quality of its ancestors. It's easily the most expensive but definitely the best way to make Sherry. There are three Almadén Sherries, all made in this painstaking way, for you to try: *Cocktail Sherry*—as a dry aperitif to be served before dinner chilled or over the rocks; *Golden Sherry*—not quite so dry, to be served chilled on the rocks with walnuts; and *Cream Sherry*—for those who prefer a sweeter Sherry as a before or after dinner drink (or anytime for that matter).



The Port grape

The best Port grape of Portugal, the Tinta Madeira, is used for Almadén Port. Notice it on the label...you will find it on few, very few, American Port labels...it is always an indication of superior quality, of a true, varietal Port wine. Matured in oak, in the same Solera process as the Sherries, Almadén Ports achieve their maximum softness and flavor. They are made just as Port is made in Portugal. Try them: *Tinta Ruby Port* and *Tinta Tawny Port.*

*Origin California

Almadén Vineyards, Los Gatos and Paicines, California

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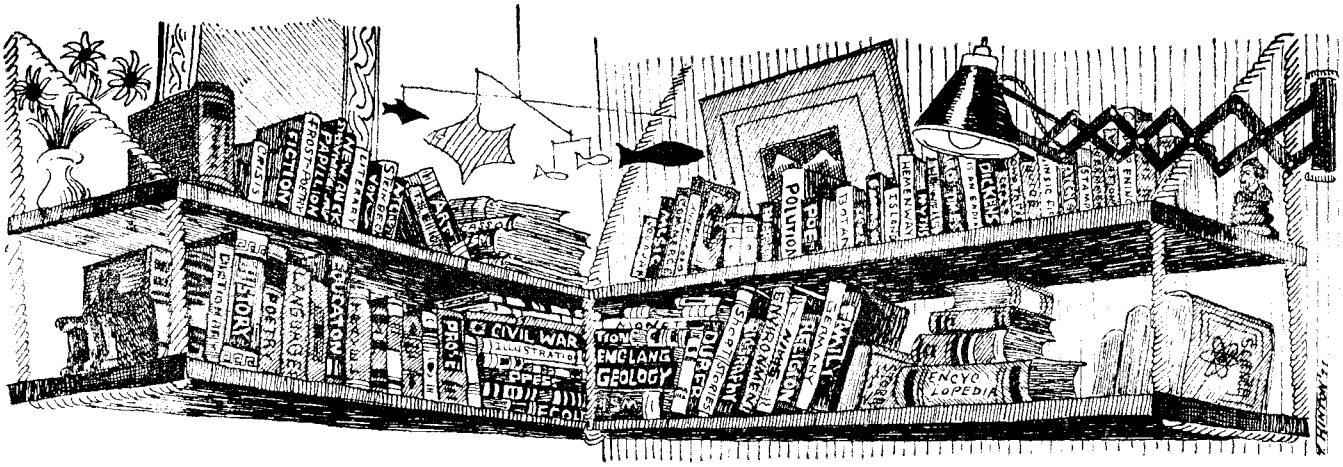

SR's SEMIANNUAL REFERENCE BOOK ROUNDUP

Almost Everything You Wanted to Know...

by DAVID M. GLIXON

A reference work is really quite easy to identify. You open a book, and if its contents are grouped according to the letters A, B, C, D, etc., or are arranged chronologically from earlier to later times, the odds are 100 to 1 that it's a reference book. Some reference works are spatially oriented. Thus if a volume has a blue-green cover and the material deals successively with different parts of the world, or of the universe, you may be fairly sure that it's a reference book. There are other means of identification, but let's save them for another occasion. Meanwhile, you might start practicing with these:

1) Here's an excellent specimen that can be spotted through three different clues, depending on whether you open it at the front, the middle, or the back. The first half of **Webster's Guide to American History** (Merriam, 1,443 pp., $14.95), edited by Mortimer J. Adler and his staff, tackles the complex story of this land from the Columbus expeditions to the end of 1969. It takes the form of a chronology accompanied by extracts from a rich variety of contemporary source material: news items, speeches, letters, documents, and popular literature. But, though the chronology is basically political, its scope is expanded by the inclusion of events related to the sciences, social justice, the humanities, and man's inhumanities. What we have, then, is a far-ranging account, further animated by photos and drawings. The 150-page middle section consists of tables and colored maps; these have to do with exploration, wars, demography, government officials, and songs and books of past years. The third and last part of the volume is given over to biographies of more than a thousand Americans as diverse as Isaac Bashevis Singer, W. E. B. Du Bois, Mack Sennett, and Sequoya. Yes, we'd call this a reference work, and a superior one.

In **The Encyclopedia of American Facts and Dates** (Crowell, 896 pp., $7.95) Gorton Carruth starts a bit earlier than Adler (986 and all that), but—in this fifth edition—comes to the same conclusion. On each two-page spread, four columns deal respectively with history and statistics, the arts, socioeconomics, and miscellanea. Did you know that the first marriage in the American colonies was performed in 1609? Or that the first doctor arrived the following year, increasing the population to 210? Another wedding, Tiny Tim's, made the book's last column, thus proving the practical value of the explorations recorded in the first. To save space, Carruth omits such "obvious dates" as 1492 in favor of more information about other significant happenings. Big indexes enhance the value of both this work and **Webster's Guide,** but only in the **Encyclopedia** is each entry followed by subtopics that save the reader the trouble of checking all the listed pages in order to find a specific item.

There was no newspaper to herald Verrazano's entrance into New York harbor in 1524. But you can read on-the-spot accounts of the Battle of Lexington (Massachusetts *Spy*, May 4, 1775), the Chicago fire (Milwaukee *Sentinel*, Oct. 11, 1871), and the Lindbergh kidnaping (St. Louis *Globe-Democrat*, Mar. 2, 1932) in **America's Front Page News 1690-1970** (Doubleday, 290 pp., $20), a folio volume containing facsimile reproductions of 300 newspaper pages and photos. They are grouped according to four themes: wars, national leaders, popular movements, and "Triumphs and Tragedies"—the last taking care of such events as the gold rush, the *Titanic* disaster, and the first moon walk.

From the thousands who paved the way for American independence, Leonard Everett Fisher has chosen fifty for his **Picture Book of Revolutionary War Heroes** (Stackpole, 62 pp., $4.95), portraying each in a heroic-size scratchboard drawing and a lively paragraph that tells his or her part in the struggle. (The *her* applies to Robert Shurtliff, who turned out to be Deborah Gannett, an ex-slave who enlisted in the Continental Army and served for seventeen months, and to Mary Ludwig Hays, known to us all as Molly Pitcher.) Fisher selected fifteen people from each of the three clusters of colonies, and five from America's foreign allies, among them Henri Christophe of Haiti. Youngsters who consult one of these biographies are likely to wind up reading the whole book.

Like the rest of us, Andrew Boyd tries hard to keep up with current events. His **Atlas of World Affairs** (Praeger, 176 pp., $5) facilitates the task, and the revised sixth edition doesn't miss a trick, right through our entry into Cambodia. In seventy-six sections, each with a clear black-and-white regional map to pinpoint its theme, Boyd deftly outlines the sources, extent, and course of man's territorial quarrels.

Undertaking a country-by-country survey of combat resources, Colonel T. N. Dupuy has created **The Almanac of World Military Power** (Stackpole, 348 pp., $19.95). This grimly realistic compilation provides data on area, population, armed forces, equipment, military expenditure, and strategic products, along with comments on the historical background, current military situation, "politico-military policies and posture," and alliances. The balanced

The section numerals in this roundup designate the following categories (some books for young people are included with the adult titles): 1) History, Politics, and Geography. 2) Science. 3) Natural History. 4) General Information. 5) Literature and Language. 6) Art and Music. 7) Beliefs.

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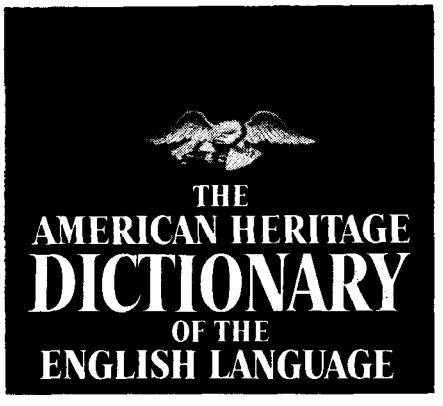

appraisal of Israel's strengths and weaknesses is typical of the well-researched writing that has gone into this terrifyingly significant book. There are numerous maps and a military glossary.

On the other side of the medal, we the peoples of the United Nations determined in 1945 to save succeeding generations from the scourge of war (*"Hear! hear!"*). Stretching from that year to the 1969 declaration of the present Disarmament Decade, hundreds of U.N. events are listed and indexed in **A Chronology and Fact Book of the United Nations** (Oceana, 232 pp., $7.50), edited by Waldo Chamberlin. But more than half of this valuable if singularly unattractive little volume consists of documents such as the Charter and the Rules of Procedure, membership lists and descriptions of agencies, and a glossary of abbreviations.

Before there were nations there was man. The scattered relics of his existence in prehistoric times and up through the early civilizations, as well as methods of locating and studying them, are described for the layman by Warwick Bray and David Trump in their generously illustrated **American Heritage Guide to Archaeology** (American Heritage, 280 pp., $6.95). The use of radiocarbon dating and aerial photography, the significance of local dialect names for remains, and what archeologists learn from geology and mythology, are among the subjects explained in some 2,500 alphabetical entries covering the entire world. Important sites are spotted on sixteen black-and-white maps of regions as small as the Dordogne and as large as North America.

Readers smitten with the romance of past eras should enjoy consulting the more than 300 pictures that emblazon William Metzig's **Heraldry for the Designer** (Van Nostrand, 137 pp., $12.50). In clear text and brightly colored drawings he describes the symbolism of coats of arms from crest to scroll—the seven traditional colors, the background patterns, and the "charges" (animals, birds, monsters, and other objects). By this effort to help his fellow artists the author has made a fascinating contribution to an out-of-the-way field of knowledge.

"Let observation, with extensive view,/ Survey mankind from China to Peru," wrote Dr. Johnson. He would have appreciated the 12½" x 19" **National Geographic Atlas of the World** (National Geographic, 334 pp., $18.75; deluxe $24.50). The third revised edition makes this one of the most up-to-date as well as one of the best—and relatively the cheapest—of all international atlases. Large-scale and truly panoramic views are afforded by the 25" x 19" double-page maps, with their even larger-scale insets of the chief urban areas. The index, grown to 139,000 entries, lists both old and new names, and refers the user to the descriptive text (illustrated with the national, state, and provincial flags) that supplements the nearby map. Besides the physical and political maps, the atlas devotes ten pages to "historic and scenic America" (national parks and the Civil War), and several more to geographical statistics and geophysical phenomena. (*Sotto-voce* suggestion to the editor: Better delete Freedomland from the New York map, as it disappeared a few years ago.)

In the *National Geographic Atlas* the San Andreas fault is just a label on one of the "lines of fire" in a global map. For a description of the fault and an aerial photograph of its Palmdale Reservoir section, see Ken Fitzgerald's **Space-Age Photographic Atlas** (Crown, 256 pp., $7.95), a collection of 200 black-and-white photos taken from planes, spacecraft, and man-made satellites. Every photo is accompanied by an outline map labeled to show you what you are looking at, as most of the photos (many of them obscured by atmospheric disturbances) need interpretation. The text points out and briefly explains geological features. From map to map the scale fluctuates wildly, and so does the amount of coverage for various regions of the world. Although the collection is a revealing one, its title is belied by an inevitable lack of comprehensiveness and consistency of viewpoint. It is at least a step toward a genuine space-age atlas, one that will be made as professionally as today's standard atlases.

2) Aerial photos are now supplemented by "photolike imagery obtained by non-optical methods, particularly radar and infrared sensors," according to an article in the new revised and expanded third edition of the **McGraw-Hill Encyclopedia of Science and Technology** (McGraw-Hill, 15 vols., 10,800 pp., $360). And half a dozen small but brilliant NASA color photos indicate what a true space-age atlas might be like. Some 500 new articles, nearly a million additional words, 2,000 new illustrations, and 20,000 more index entries have gone into this highly authoritative, wide-spectrum work, the second edition of which appeared in 1966. Despite its formidable title, a large part of the text is accessible to the educated layman, including high-school students. And "science" is taken in the broad sense of all objective knowledge, including human behavior (normal and abnormal), animal life and evolution, microbiology, food, geography of the continents, graphic arts, and musical instruments. There's even a half-page article that expresses complete bafflement —it's entitled "Unidentified Flying Objects."

Those aren't mentioned at all in **Air Facts and Feats,** compiled by F. K. Mason and M. C. Windrow (Doubleday, 222 pp., $8.95), but the editors do answer practically any other nonscientific question you might have about human flight: famous firsts in experimental, commercial, military, and maritime aviation; records for altitude, speed, and weight (of the vehicle, that is); air-war events; famous pioneers, aces, and pilots; flights, routes, mancuvers, and disasters, and, of course, rocketry and space flight.

The new All-Color Guide for **Astronomy** (Grosset & Dunlap, 160 pp., $3.95) is one of the most spectacular in this lively series. It's quite a feat, putting into a small book the study of a universe whose observable diameter is a million million million million miles. Iain Nicolson follows his breathtaking historical introduction with forty-five pages on the solar system and thirty-five pages on the rest of the

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universe. Other chapters tell about the big telescopes, the constellations, and amateur star-gazing.

3) Natural history is the topic of three other All-Color Guides (Grosset & Dunlap, 160 pp., $3.95 each). Allan Cooper's **Fishes of the World** is helpful if you're not already aware that the gleam beneath the eyes of a certain East Indian species is caused by tubes of luminescent bacteria and not by the pride the fish takes in its name of *Anomalops kaptoptron*. The book makes for scintillating party talk—like mentioning that the pearl fish's anus is right under its throat, or that garfish bones are bright green.

In **Snakes of the World** John Stidworthy explores their evolution, anatomy, habits, dynamics, and classification, before embarking on his world-wide tour of over a hundred species. We just hope nocturnal computers won't bring about the extinction of the night adder.

Meanwhile, back at the ranch, Judith Campbell brings us a guide to **Horses and Ponies**. The modern horse evolved from a genus that died out early in the Old World, developed in North America, emigrated widely, became extinct here in the Ice Age, and was brought back by the Spanish explorers. Described in the well-organized text are the distinctive breeds found in each of the world's areas. As in the other volumes of this proliferating series, there is at least one full-color drawing on virtually every page, and they are always attractively explicit.

Young people lucky enough to have access to a pond can readily identify their finds with the aid of **Life in Ponds** (American Heritage, 31 pp., $3.95). Jean Gorvett writes engagingly about the insects and other tiny animals, the stages of their incredible metamorphoses, and other aspects of their life cycles. Nor does she neglect the plant species that abound in ponds.

From the albatross to the wren, ninety-six family groups fly in alphabetical formation through **The Random House Book of Birds**, choreographed by Elizabeth S. Austin and Olive L. Austin, Jr., and glowingly costumed by Richard E. Amundsen (Random House, 138 pp., $4.95). The ninety-six include not only all the bird families native to this continent but also many others one might like to look up after reading about them in a story or seeing them in a zoo. Which adds up to 300 species, including the dodo, the pueo, and the hoatzin, an ancient creature that lives on mucca-mucca leaves. The prose eschews field-guide talk in favor of a companionable manner that is cunningly informative.

4) Is fog a cloud, or vice versa? And which comes first, the cloud or the puddle? Can you see your own bones? Do you know what goes on behind the scenes of a TV program? How exciting it must have been for the boy who watched his cornfield turn into a volcano! That's a rare experience, of course, but anybody can watch such an everyday miracle as the transformation of a liquid into a fiber. In **The Young Children's Encyclopedia** (Encyclopaedia Britannica, 16 vols., 2,560 pp., $57.70) Howard L. Goodkind and his staff

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have taken a wealth of browsing material and printed it in alphabetical order, so that those old fogies on the wrong side of the age gap can locate specific items. And you never know whether the idea is going to be embedded in a poem, a story, a riddle, or a little fact-piece. Illustrators exercising varying degrees of enchantment have filled the volumes with their work, all of a nature to appeal to children up to the age of ten. To lead the reader on, most pieces end with a phrase such as: "If you liked this story, you'll like the poem about daydreams under 'Thinking' in Volume 15." The table of contents in each volume is supplemented by a list of topics beginning with the same letter but discussed elsewhere. (A 144-page Parents' Manual provides a quick once-over for the contents of the entire set, and suggests the "target age group" for each article.) Apparently ideal for catching the normal youngster's fancy—no matter what his interests of the moment—the **YCE**'s diversity and makeup should stimulate even the dullest kid on the block.

The publishers of *Who's Who in America* have now brought out their own **Who's Who in the World** (Marquis, 1,060 pp., $44.95). This first edition, dated 1971-72, claims to be "the only book in the world that contains so much vital information on so many international figures." Yet statistically its "nearly 25,000" entries would place it considerably lower than the old reliable British **Who's Who** (St. Martin's, 3,468 pp., $35), also of international scope, which claims "over 50,000" entries. We have no nationality breakdown for the British work, though one may guess its emphasis. In the Marquis volume, which conveniently indexes all entries by country, roughly 21 per cent of the entries are Americans, 2 per cent Canadians, 10 per cent British. That would mean about 5,400 Americans, as compared with some 67,000 in *Who's Who in America*. The coverage is world-wide, however, right down to the two entries for Angola and one for Greenland; and both Vietnams are here in force, as well as both Chinas. The British **Who's Who** is noted for the whimsical character of many of the items furnished by its biographees; our American Marquis is a sober chap. There are sketches of all recent living Nobel Prize-winners except biologist Max Delbruck, but economist Jan Tinbergen's name is misspelled. Stokely Carmichael is here, though not Eldridge Cleaver or James Forman; Peter Weiss and Le Roi Jones are included but not Friedrich Dürrenmatt. Oh, well, *chacun à son Who's Who*.

Among the personalities missed by nearly all compilations are Giulia Tofana of Italy, sixteenth-century dispenser of poisons effective in 600 murders, and Jim Kencaly of Illinois, attempted kidnaper of Lincoln's corpse. Their grisly stories can be read in the Crime and Punishment chapter of **The Ignorance Book**, by Webb Garrison (Morrow, 256 pp., $6.95). The Literature and Music chapter discloses that though Sarah Hale's thirty-six books have sunk beyond recall, she is famous for "Mary Had a Little Lamb"; and that it takes 150 years to master the sitar (the trick: practice during several incarnations). In seven chapters on human behavior and eight on nature, this "Compendium of Useless Information on Matters of Concern to Everyone" answers hundreds of questions about things you've wanted to know about but were too lazy to ask.

5) Harold Pinter was nine years old, *Finnegans Wake* only just released, and *Blithe Spirit* hardly a gleam in the Cowardly brain in 1939, the year the first edition of **The Concise Oxford Dictionary of English Literature** was published. The second edition, edited by Dorothy Eagle (Oxford, 636 pp., $8), restores this handy reference work to current usefulness, being based on the fourth edition of the big *Oxford Companion to English Literature* (*SR*, Mar. 9, 1968). Authors, characters, titles, plots, places, and literary forms and movements make up the bulk of the entries; they deal with very few—and only the more important—non-British figures. Among the extended articles are those for *The Canterbury Tales*, listing the pilgrims and summarizing the tales, and for *Paradise Lost*, relating the events of each section. But there are also hundreds of entries on topics as diverse as Chopin, the Platonic year, Leonardo, Caslon, La Pléiade, the Hundred Days, and Pocahontas.

But the **Oxford's** plot outlines are stodgy compared with those in Maurice Sagoff's more concise **Shrinklits** (Doubleday, 79 pp., $3.95). Take *The Ancient Mariner*; how could it be more adroitly abstracted than in these poignant lines:

> Aged pest
> Buttonholes
> Wedding guest,
> Rigamaroles
> How bird
> Hexed boat;
> Prayer kept
> Him afloat.
> "Love conquers all"
> Unquote.

No literary work is too difficult for Sagoff's versifying muse to synopsize, whether it be the *Critique of Pure Reason* or *Don Quixote* or *On Thermonuclear War* or *Evangeline* ("Will Ev meet Gabe/Again? Mais oui!") or *The Origin of Species* or *Sexual Behavior in the Human Male* ("Sex is mightier/Than the pen is!/. . . Anyone for tennis?"). We have no hesitation in recommending this illustrated "one-inch shelf of the world's greatest literature."

When little John Longbottom died at the age of two and a half, *Punch* supplied the epitaph: *Vita brevis est, ars longa*. "To appreciate that pun requires a good ear, an unsheltered vocabulary, and some knowledge of Latin," according to the article on Puns, one of a thousand terms defined in **Modern English** (Grosset & Dunlap, 465 pp., $10), by Arnold Lazarus, Andrew MacLeish, and H. Wendell Smith. The first 325 pages, which constitute a glossary of literature and composition, cover types of fiction, factual writing, drama, and verse; literary terms, concepts, and movements; punctuation marks and parts of speech. Explanations are full, rules are clearly expounded, examples abound, and many articles have a bibliography. The full page on Rock Verse distinguishes between pure and folk rock, citing their practitioners and vocabulary.

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In the second section, which is a glossary of grammar and linguistics, a number of items are defined from three points of view—those of structural and transformational grammar as well as conventional "school grammar."

"A bundle of Britons," "a litter of garbagemen," and "a gangle of basketball players" are some of the latest group-names (or nouns of assemblage) quoted in the new third volume of William and Mary Morris's informal **Dictionary of Word and Phrase Origins** (Harper & Row, 306 pp., $7.95). Much of the material can be found in any good dictionary, but who bothers to look? Besides, the story is told so much more fully and readably in these collections. There are, however, evidences of faulty scholarship despite the authors' lexicological qualifications: 1) They misunderstand "back formations" *(e.g., televise, burgle,* and *enthuse),* and include as examples short forms such as *phone* and *auto.* 2) Not knowing that *success* originally meant *outcome,* they ridicule that derivation of *bad cess.* 3) Fowler can show them their errors about a French origin for *nom de plume* and an English origin for the extended sense of *nom de guerre.*

For *nom de nom! nom d'un chien!,* and the like, you'll have to turn to Joseph Marks's **New French-English Dictionary of Slang and Colloquialisms** (Dutton, 255 pp., $7.50), an invaluable aid and comfort to any American trying to read a modern French novel or play. Argot and slang terms are classified under some 7,000 entries, and each phrase is listed by its significant word. The English equivalents are usually on the same level of usage. To save space, many definitions direct the user to a Table of English Slang Synonyms—quite a colorful little section itself!

Even more off-colorful is the **1811 Dictionary of the Vulgar Tongue,** now available in a paperback facsimile (Follett, 240 pp., $1.95). In those days a police officer was colloquially dubbed, of all things, a *pig.* The *fawney rig* ("ring trick") was such a common fraud, it seems, that it gave rise to our present *phony.* Whenever this lexicon of "buckish slang and university wit" manages to get to the bottom levels, it suddenly becomes coy and either resorts to asterisks or refers to "the monosyllable," but there's much here to absorb and amuse those interested in the history of untrammeled speech.

The Third Ear: A Black Glossary, by Hermese E. Roberts (English-Language Institute, 16 pp., pamphlet, 50c), planned as part of a forthcoming dictionary, defines 400 vivid expressions selected from a vocabulary of which the general white public has become increasingly aware but insufficiently informed. Here, too, regrettably, the asterisk takes the brunt of the editor's reticence, though without annulling the value of this modest contribution.

Up at the other end of the speech ladder, Robert H. Hill has thoughtfully and conscientiously compiled a 15,000-entry **Dictionary of Difficult Words** (John Day, 368 pp., $5.95) that should save word-game enthusiasts a lot of time. Now we know what becomes of the words left out of desk dictionaries—like *natuary, cavernículous,* and *brevifoliate.* Some of Anglo-Indian origin, would be missed only by Kipling fans. The criterion for many entries was difficulty of spelling or pronunciation, and it is helpful to have foreign expressions mingled with the others. A seventeen-page appendix, bringing the vocabulary into the age of computers and space travel, guarantees the book's novolescence.

We turn with genteel relief from difficult and improper words to **Webster's Dictionary of Proper Names** (Merriam, 760 pp., $9.95). Users of *Webster's Third New International Dictionary,* which scorns proper nouns, may well expect this to be a supplementary book intended to make up for the deficiencies in the eccentric lexicon. Let them be warned: this is simply an American adaptation of *Payton's Proper Names.* Our objection, therefore, is only to the misleading title. The book itself, a broad compilation of more that 10,000 names, is admittedly a "highly personal" selection by Geoffrey Payton from every field of interest. A Paris department store, a London pub, a Soviet political plan, an Old English lyric, a baseball hero, an ancient civilization, and a Western movie are as likely to be found here as popular coinages and standard names from mythology, art, music, literature, geography, history, and religion—which is all to the good. But this is not biographical dictionary or gazetteer, nor does it fill the great gap in Merriam-Webster.

6) For more than 1,850 years the model for our capital letters has been the inscription carved on Trajan's column, a monument that bears life-size reliefs by "one of the greatest artists in all antiquity." It may be seen in some of the 450 fine gravure reproductions in **Rome: The Center of Power,** by Ranuccio Bandinelli (Braziller, 460 pp., $30). Thanks to the Roman sculptor's passion for detail, and to the scale of these photographs—as well as to the excellent descriptive text—the volume becomes a sourcebook for the extraordinary period bounded by 500 B.C. and A.D. 200. Among the supplementary illustrations of coins and medallions we can examine the countenances of forty-five Roman leaders and, in a time chart, the era's political and cultural events.

The convenience of the **Encyclopedia of Painting,** edited by Bernard S. Myers (Crown, 576 pp., $14.95), compensates for any deficiencies in the thousand reproductions (220 in full color). The arrangement is alphabetical, and each of the 3,200 articles—whether it takes a half-dozen lines or a score of pages (as for the arts of China and Japan, respectively)—characterizes the subject matter, approach, and individual technique of the artist, or clearly defines such terms as *hieratic, modeling,* and *plein-air.* This third revised edition has grown by 200 new articles and 150 new illustrations.

An important recent exhibition at the Metropolitan Museum of Art, encompassing all branches of art, is the basis of **Masterpieces of Fifty Centuries** (Dutton, 336 pp., $12.50), a *catalogue raisonné* illustrated with 480 reproductions—fifty-eight in an introductory color portfolio, the rest adjuncts to the text. This is divided into chronological sections, all sub-

(*Continued on page* 51)

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Miscellaneous and Memorable

by ZENA SUTHERLAND

Periodically, while shifting the contents of the workroom bookcase, I mutter that I must, absolutely must soon mention some of the new books that don't get reviewed because they aren't published for young people. Some are adult series, some professional bibliographies, some reprints, some reflections by authors or critics.

In "The Series of Series" (*SR*, June 17, 1967) there was a reference to the Time-Life "Library of Art," a superb set of biographies of artists. Every book added since that time has maintained the high standard of the earlier ones. The latest, compiled by the Time-Life editorial staff, is *American Painting 1900-1970* ($7.95). High school librarians assure me that Time-Life's series of cookbooks, "Foods of the World," is tremendously popular, and I can assure them that the same publisher's new set of books on photography will be just as much in demand. It comes as no surprise that the volume on color photography is especially stunning, since all are distinguished for their handsome color photographs.

Another impressive set of books, published by the Singing Tree Press, is "Children's Lore and Literature." It consists of some two dozen reprints that will delight the bibliophile. One is a reproduction of the first picture book ever published for children, *Orbis Pictus*, by John Amos Comenius ($9), with Latin text from the original edition of 1658 and English translation from the 1727 edition. Others are a collection called *Old Favorites from the McGuffey Readers* ($10) and a facsimile of a 1785 American reprint of John Newbery's *The Original Mother Goose's Melody* ($5). Several of the volumes are classic collections of nursery rhymes, street games, or counting-out rhymes. I particularly enjoy Rosalie Halsey's *Forgotten Books of the American Nursery* ($8.50), a history of the development of the American storybook, and Caroline Hewins's *A Mid-Century Child and Her Books* ($4.75).

Equally evocative is the autobiography of one of the best-loved contemporary figures in the world of children's literature, Marguerite de Angeli. *Butter at the Old Price* (Doubleday, $8.95) is written with the directness and warmth that distinguish Mrs. de Angeli's books for children. Her descriptions of life as a child at the turn of the century, of family life with her own five children during the Depression era, of her first efforts as an illustrator, of her joyful surprise when she received the Newbery Medal in 1950, of all the problems and pleasures of an author-illustrator have an engaging spontaneity.

Two other books of special interest to adults concerned with children's books are Jean Karl's *From Childhood to Childhood: Children's Books and Their Creators* (John Day, $6.50) and Selma Lane's *Down the Rabbit Hole: Adventures and Misadventures in the Realm of Children's Literature* (Atheneum, $7.95), a series of comments on such topics as the American fairy tale, series books, Dr. Seuss, and the picture-book explosion.

Two bibliographies should prove useful to parents, teachers, and librarians. A new edition of *Children's Books Too Good to Miss* (The Press of Case Western Reserve University, $2.95), by May Hill Arbuthnot, Mary Margaret Clark, Harriet Geneva Long, and Ruth M. Hadlow, brings up to date an excellent guide to a basic collection, with titles grouped according to type of literature and age level. Charlotte Matthews Keating's *Building Bridges of Understanding Between Cultures* (Palo Verde Press, $8.95) is divided into sections on the different racial, national, and religious groups, within which the books are annotated and graded. The author's attitude is nicely expressed in a note that prefaces the section on black Americans: "Black militants have asked to be called Afro-Americans or blacks instead of Negroes, claiming that the use of the term Negroes is degrading. I use all three interchangeably. Black has always been beautiful to me."

Shrewbettina's Birthday. *By John S. Goodall. Harcourt Brace Jovanovich. 32 pp.* $3.50. A tale without words is depicted in flowery illustrations of animals dressed in period costumes, possibly Victorian. One scene includes a wind-up phonograph. Between each set of facing pages is a half-size page—a device in which small children delight, since turning it reveals new action. Shrewbettina sallies forth on her birthday to shop; her purse is snatched and restored; she buys groceries, returns to her elaborately furnished burrow to prepare for her party, and entertains at what is clearly a major social event. The pastel prettiness of the colors is balanced by a bouncy vitality in the drawings. Ages 3-5.

Benjy and the Barking Bird. *Written and illustrated by Margaret Bloy Graham. Harper & Row. 30 pp.* $3.50. If there is one thing a resident dog is not liable to appreciate it is a guest who brings a parrot that barks so convincingly she gets all the limelight. Craftily, Benjy sneaks Tilly's cage to the trash barrel, but she escapes. Beset with remorse when he sees Aunt Sarah mourning for her pet, Benjy rescues the parrot after everybody else has failed. The story is lightweight but ingenuous in style and merry of mood, and Benjy is as winning as Margaret Graham's Harry the Dirty Dog. Ages 4-6.

I Wonder If Herbie's Home Yet. *By Mildred Kantrowitz. Illustrated by Tony De Luna. Parents' Magazine Press. 38 pp.* $3.95. The first page tells all: "Hello? . . . Mr. Franklin? This is Smokey. Is Herbie home? He went skating. . . with Lester? LESTER PINKNEY? No, no message. 'Bye." Thus deserted by his best friend, Smokey seethes with jealousy and feeds his anger with memories of all the wonderful things he did for Herbie. Some friend. He fumes until he runs into Herbie's mother, who casually mentions Smokey's appointment with the dentist. What joy, what relief! Herbie had known that Smokey couldn't go skating. And off Smokey dashes, only a little late for his forgotten appointment. Ages 5-8.

Under the Green Willow. *By Elizabeth Coatsworth. Illustrated by Janina Domanska. Macmillan. 24 pp.* $3.95. Over the precise lines of an etched background, penciled and brushed-ink figures swirl in geometric extravaganzas of soft greens and yellows. As fresh as a spring day, the illustrations echo the insouciant turmoil of the water creatures described by Elizabeth Coatsworth, as trout and turtle, catfish and eel jostle each other for the crumbs thrown into the water under the willow tree. Ages 5-9.

The Faithful Fish. *By Peter F. Neumeyer. Illustrated by Arvis L. Stewart. Young Scott Books. 46 pp.* $4.50. What the Simpson children really wanted was to catch some fish for dinner. What they caught was one inedible sculpin, over and over again. "Damn," John said, and his sister offered, "I think he wants to live with us maybe." Whatever the reason, the children felt strangely sad when they said goodbye to the faithful fish and left the shore cottage. When the next family of vacationers came, the children ran out on the pier to fish—and each pulled in a silvery mackerel. Somehow the second episode, though distinct, gives a feeling of continuity to a story that is, despite little development, freshly conceived and nicely told. The illustrations have evocative detail but tend to be distractingly page-filling. Ages 6-8.

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The Vicksburg Veteran. *By F. N. Monfo. Illustrated by Douglas Gorsline. Simon & Schuster.* 62 *pp.* $4.50. Abraham Lincoln didn't think it would work, but General Grant's plan to run the Vicksburg shore guns and circle through enemy territory proved successful. Four times the Union Army had tried and failed to capture Vicksburg, and now they could control the Mississippi. The story is told by Fred Grant, who was delighted when "Pa said I could come along with him and the army, and be a soldier! Ma said all right, since I'm nearly thirteen." The firsthand impressions have a brisk, casual tone and give a vivid picture of the campaign; the illustrations are in the style of old prints, and the whole is fine historical reading for ages 7-9.

Paddington Takes the Air. *By Michael Bond. Illustrated by Peggy Fortnum. Houghton Mifflin.* 127 *pp.* $3.75. Yes, this is just like all the other Paddington books, and that seems to be exactly what his fans want. An endearing and accident-prone Peruvian bear, Paddington always manages to emerge triumphant from every ridiculous situation he stumbles into. Well, he doesn't actually stumble; he gravitates toward disaster, to the recurrent dismay of the patient London family with whom he lives. Since each chapter is a separate episode, this is fine for reading aloud to younger children, as well as for the independent reader aged 9-11.

Altogether, One at a Time. *By E. L. Konigsburg. Illustrated by Gail E. Haley, Mercer Meyer, Gary Parker, and Laurel Schindelman. Atheneum.* 79 *pp.* $4.50. Four short stories, distinctively different, are bound by a central theme: that almost every situation in life has good aspects and bad. In the first tale a handicapped child is grudgingly invited to a birthday party by another boy whose prejudice turns to jealousy when a third boy, much admired, shows appreciation of the one with dyslexia. In the second, a child's life is affected by a most unusual camp counselor. A third is about a black girl and her white classmate, who move from hostility to a measure of rapport. The most affecting story, "The Night of the Leonids," ends in a poignant moment when a small boy realizes that his grandmother cannot live forever. A book distinguished for its craftsmanship and percipience. Ages 9-11.

I Would Rather Be a Turnip. *By Vera and Bill Cleaver. Lippincott.* 159 *pp.* $4.25. Welcome to another staunch female character from the literary parents of *Ellen Grae* (Lippincott, $2.95). Big feet, cropped hair, a morbid imagination, and a fierce pride contribute to Annie's conviction that twelve is a bad age. Motherless, she has always had her father and Ruth, the housekeeper, to herself; to share them would be bad enough, but to share them with a brainy nephew of eight who was born out of wedlock and would ruin her reputation was even worse. Annie is right: despite Ruth's wise counsel about acceptance, she suffers from the prejudice of her erstwhile friends. But time passes and Annie softens. The characters are memorable, the dialogue is both amusing and provocative, and the situation (save for an obtrusive avoidance of the word "bastard" or its equivalent) is treated with honesty and dignity. Ages 10-12.

—From "The Vicksburg Veteran"

A Long Way to Whiskey Creek. *By Patricia Beatty. Morrow.* 224 *pp.* $4.95. It wasn't that Parker was afraid; he just wanted company on the long trip to Whiskey Creek. That was why he invited Nate Graber to join him, which he might not have done had he known that Nate was a Yankee, a bookworm, and a dude. Feelings still ran high in Texas in 1879, and Parker was pure Texan. Each of the boys benefits from and influences the other on their 400-mile journey, beset by some riproaring frontier scalawags. The errand itself suggests much about life in the Old West: Parker has been sent to fetch the body of an older brother, who was killed in a gun battle following an argument about whether Beauregard or Stuart was the better general. The characters are lively, the style casual, the plot exciting. Ages 10-12.

A Room Made of Windows. *By Eleanor Cameron. Illustrated by Trina Schart Hyman. Atlantic-Little, Brown.* 271 *pp.* $5.95. Julia's room is her haven and her delight, the very private place where she writes stories and to which she retreats when she is upset. Now she is upset indeed because her mother plans to remarry, although Julia had always liked the family friend who is to be her stepfather. The tension between Julia and her mother is a major facet of the story; Julia's writing, in which she is encouraged by several adult friends, is another. In spite of several plot lines (a boy for whom Julia feels affinity, a friend whose brother is treated harshly by his father, the death of an old and loved man, a neighbor who is an unhappy recluse) the book holds together. The writing makes no concessions to a young audience, but is intricate, thoughtful, and mature. Ages 10-13.

The Voice of the Children. *Collected by June Jordan and Terri Bush. Holt, Rinehart & Winston.* 102 *pp.* $3.95. For the past two years Terri Bush and June Jordan have worked with black and Puerto Rican children in a creative writing workshop in New York City. The prose pieces and poems included in *The Voice of the Children* comment on the urban scene, the black struggle, and the search for identity, but there are also poems of wry humor and fragile optimism. A contributor whose work is particularly striking is Vanessa Howard, some of whose poems are also in the Larrick collection reviewed in *SR* February 20, but there are also other writers of perception and honesty who are impressively articulate. Ages 10 up.

Made in Ancient Egypt. *By Christine Price. Illustrated with photographs and drawings. Dutton.* 160 *pp.* $5.95. Lavishly illustrated with photographs of art objects, tombs, and artifacts, this is an impressively informative book that gives as many facts about the history and culture of ancient Egypt as it does about its arts and crafts. The format is dignified, the labeling of illustrations meticulous, and the integration of pictures and text impeccable. A list of the photographs with their sources and a bibliography are appended. Ages 11 up.

Steal Away: Stories of the Runaway Slaves. *Edited by Abraham Chapman. Praeger.* 196 *pp.* $6.95. Without doubt this is one of the best of the numerous compilations of such material. Many of the excerpts have been taken from rare books. *Steal Away* is divided into three sections: "Memories of Africa and the Slave Ships," "Slave Life and Stealing Away," and "History in Fiction," in which a novella by Frederick Douglass, "The Heroic Slave," is printed in full. Some of the selections are in florid nineteenth-century style, but their passionate message pierces through the verbosity. Each of the pieces is trenchant, each is prefaced by an editorial note, and the collection has been so carefully planned that it forms a cohesive whole. Ages 14 up.

The Embroidered Sunset. *By Joan Aiken. Doubleday.* 240 *pp.* $5.95. In her dedication Joan Aiken calls this a light romance. It isn't, really. Rather it is a suspense story with a deft weaving of clues and enigmas, and of characters that are variously doddering, malevolent, heroic, salty, or raffish. The author has a good ear for dialogue: each of her people speaks in a style consistent with his personality. Lucy Culpepper has come to Europe to study music, but must first do a family errand. She goes to a small British village to find out whether a frail old woman who lives there is an aunt or a mercenary imposter, and she becomes involved in a mysterious imbroglio, skillfully developed. Good setting, good pace, smash ending. For young adults.

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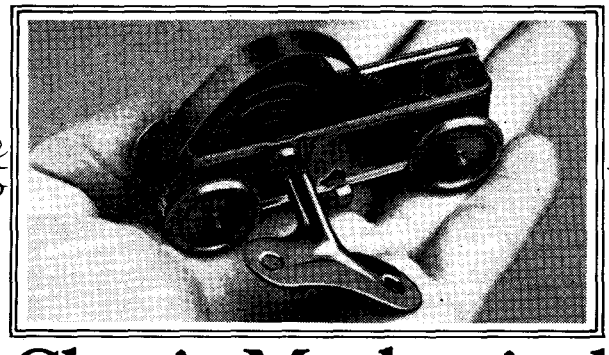

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The Doctor

Continued from page 35

urgent need for medical discipline that would put a sharp bite on offenders, but the book offers no specifics as to the location of the teeth. Nor does the author very often become explicit about solutions for the many problems he elucidates. Nevertheless, there is a consistency about *The Quality of Mercy* that is lacking in the caustic prose of *The Gerber Report*. For example, Greenberg leaves no doubt of his conviction that some form of team practice is *the* medicine of the future. The type of team he favors is exemplified by a current experiment that the Commonwealth Fund and the Ford Foundation are supporting at Harvard. An adaptation of the Kaiser vehicle, the Harvard team is made up of specialists who together protect their patients around the clock, making house calls when indicated. The patients prepay for their care, which includes hospitalization. Since the share of the payments that goes to the hospitals is lost to the doctors, the doctors—as true disciples of private capitalistic enterprise—do their best to keep the patients out of the hospitals.

The Harvard prepay system of medical care delivery is not as good as it could be, and Harvard knows it well enough to encourage improvements elsewhere. Costs can be brought down by moving the physician team a step away from the university's medical school with its expensive teaching appurtenances. The most effective system will probably turn out to be a team comprising a spectrum of medical specialities, associated with a community hospital, which is backed up by association with a teaching hospital.

The major obstacle to adoption of some variant of the Harvard plan lies in the fact that team practice cannot begin until a medical team is in being. The team cannot hold itself together without being paid. Adequate payment depends on assemblage of a sufficient number of prepaying patients. Usually three years are required for a profitable arrangement to work itself out. During that shakedown period operating losses must somehow be met. The somehow must be defined to fit each particular case.

At Harvard the definition is simple: philanthropic contributions from the Commonwealth Fund and the Ford Foundation. Elsewhere, the guarantor of start-up money may have to be the taxpayer.

I, for one, would willingly pay my tithe for an opportunity to participate in a system that would deliver all the benefits it seems to promise and would

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assure me of house calls on those rare occasions when they might be necessary. Yet I share Dr. Gerber's apprehension that the precious aura of the old doctor-patient relationship may dissipate under any attempt to transfer it from the physician himself to paramedical assistants. My experience in hospitals leads me to plead for less emphasis on the state of my individual organs and more on the understanding of me as a composite organism.

We have entered a historic debate, as Harvard Medical Dean Robert H. Ebert observes in his foreword to *The Quality of Mercy*. To prepare for your role in it I beg you not to neglect Greenberg's commentary on Dr. Jack Geiger, head of preventive medicine at Tufts University, often—and I think rightly—described as the conscience of American medicine. What Dr. Geiger has done in the ghettos of Boston and among the poverty-ridden blacks of Mississippi is statesmanship of Nobel order. Somewhere in the maelstrom in which Dr. Geiger has immersed himself, black physicians will appear and assert themselves as representative of their people. For an appreciation of their dilemma I refer you to Dr. James L. Curtis's *Blacks, Medical Schools, and Society*, published by the University of Michigan Press.

". . . let not thy left hand know . . ."

Harry Hypothetical is in the 50-per-cent tax bracket. He owns a $20,000 block of stock he'd like to retain for his estate because of its long-range growth potential, yet the income is only 1.5 per cent a year ($300). On the advice of his tax planner, Harry creates the Hypothetical Memorial Trust Foundation with a life of ten years and one day (by law, trusts must be for more than ten years for this technique to work) and transfers the stock to it with instructions to pay the proceeds to a designated charity. When the trust period expires, the stock is to revert to Hypothetical's wife and/or children.

Although the yield from the stock is only 1.5 per cent, for the purpose of computing the value of charitable contributions the Internal Revenue Service "assumes" a minimum yield of 3.5 per cent. The Institute for Business Planning says: "The result is that your charitable contribution is worth, under IRS tables, $5,822. This is true even though the income from the stock continues to be only $300 per year and the charity will have realized only $3,000 for the ten-year period!" (The exclamation point belongs to the Institute for Business Planning.) For a 50-per-center, the $5,822 deduction is worth a tax savings of $2,911.

—From "The Money Givers"

FOUNDATIONS, PRIVATE GIVING, AND PUBLIC POLICY:
Report and Recommendations of the Commission on Foundations and Private Philanthropy

University of Chicago Press,
287 pp., $12.50

THE MONEY GIVERS

by Joseph C. Goulden

Random House, 341 pp., $8.95

Reviewed by Alfred Balk

■ One subject on which foundations have never commissioned a critical, all-inclusive study is foundations. Nobody is even certain how many philanthropic foundations there are in the United States. Estimates range from 24,000 to 45,000, with assets aggregating more than $20-billion. The field is a statistical no man's land.

The foundations are not alone in this respect. According to *The Pluralistic Economy*, by Eli Ginzberg and associates, the nonprofit sector of the U.S. economy now accounts for at least one-third of all employment and controls enormous wealth. Assets held by religious organizations have been estimated at $110-billion, and all tax-exempt real estate in the U.S. at $600-billion—one-third of our total real property valuation. (Actual statistics, including data on government property, are so scarce that nobody can be precise.) All this at a time of serious debate over the utilization of national resources and the reordering of social priorities.

Thus any glimmer of light on this shadowy landscape is welcome. Congress provided several rays in extensive hearings on the 1969 Tax Reform Act, which paved the way for the elimination of some of the more blatant abuses. In its deliberations it was aided by recommendations from a privately funded Commission on Foundations and Private Philanthropy, assembled by Peter G. Peterson, chairman of the Bell & Howell Company. Though regarded as sympathetic to the more or less independent, professionally staffed foundations—and to philanthropy as now organized in the U.S.—the Commission is unequivocally critical on several points (see, for example, Peterson's observation that foundations have remained "a kind of closed society in an era when openness is a byword.").

In *Foundations, Private Giving, and Public Policy* the Commission enumerates the historic public services to which foundations have contributed: the Flexner study, on the basis of which modern American medical education was organized; research triumphs over hookworm, malaria, and polio; the development of insulin; group medical care experiments, such as the Kaiser Health Plan; support of public broadcasting; vital population research; development of the "miracle" rice; postwar studies on financing and staffing higher education; individual and organizational programs in the arts. At the same time, it notes that "information gaps . . . abounded," both in raw material for evaluating grants and for divining the modus operandi of many foundations.

Alongside the giants that maintain professional staffs and issue at least token financial reports, are foundations whose boards never meet, who offer no public report of activities, provide no follow-up evaluation of grants, and—though presumably exempt from taxes to enable them "to benefit charity"—make few or no grants. Among the larger, more reputable foundations, the Commission discovered, board members are predominantly Eastern, WASP, business-oriented, upper-income, and late middle-aged or elderly. Foundations in general seemed indifferent to investment return on their assets, normally the sole source of grant funds. "An improvement of 2 per cent in foundation investment returns," the Commission notes, "would make available more than half a billion additional dollars each year for philanthropic purposes"—the equivalent of creating two more Ford Foundations.

Commission recommendations include the creation of consortiums of small foundations with professional staffing, election of more diversified boards of trustees, retaining investment counsel to increase income from assets, larger payouts of income annually, Internal Revenue Service audit of all foundations by 1973, annual publication by IRS of a complete foundation statistical report, and creation of an Advisory Board on Philanthropic Policy.

All this ground and more are covered by Washington journalist Joseph C. Goulden in his frankly muckraking, sometimes harshly polemical book *The Money Givers*. Congressional critic

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Booked for Travel

David Butwin

Otterworldliness

PEOPLE WHO HARBOR the notion that one Caribbean island is rather like the next would find, after shuttling between St. Eustatius, Saba, and St. Barthélemy, that nothing, not even the sand underfoot, is ever the same. In fact, the one thing you'd expect to be constant in any place—the airport—is wildly different on all three islands.

Only the plane is the same. It's a Windward Islands Airways de Havilland Twin Otter, and if it doesn't look like the sleekest machine aloft, it isn't supposed to be. The Twin Otter is a short takeoff and landing craft (STOL), capable of sudden upward or downward thrusts. Such mobility is paramount in the Netherlands Antilles Leewards, where—except for St. Martin, which can handle jets—airstrips look the size of barnyards and have all the animals to go along. Neither of the two tiny Dutch possessions, Statia and Saba, nor the French isle of St. Barthélemy lies more than fifteen minutes from St. Martin, but the trip by a Winair Otter may well lodge permanently in one's memory banks.

Donkeys, sheep, and chickens were roaming Statia's grass strip—Franklin D. Roosevelt Vlieg Veld—when we swooped in on a sleepy Sunday morning. One of the charms of Statia, at least for the harried visitor, is that it is asleep at almost all hours. Indeed it's been in a deep slumber since shortly after the American Revolution when, following a sacking by Admiral Rodney, its economy went into decline. Today, there are touristic stirrings in the form of several hotel-building projects, but otherwise the eight-square-mile island is awash in flowers and tranquillity.

The only signs of life in the little capital of Oranjestad were the crowing of cocks and a few people walking to church. Most of the faces were black; only a small percentage of the island's 1,600 residents is white. Statia has two operating hotels—if you can call them hotels. Actually, they are small inns, and between them they have eight-and-a-half rooms. One is the Guest House, a two-story, green-shuttered, frame building just off Oranjestad's main square. Leased from the government in Curaçao, it must charge government rates (only $24 double after April 15 with three meals) and also hold all such local government functions as weddings and court proceedings in its breezy second-floor lounge.

Statia's other hostelry is the Almond Tree Inn, recently taken over and relieved of its former ersatz-flower-and-plastic-slipcover heaviness by three young Americans who got tired of the urban grind and decided to stake out their place in the sun. Robert Grodé, Doug Franklin, and Neil Barr combine enough musical, literary, artistic, and mechanical talents to make the inn an airy, congenial place and—when business is slow—to overcome the ennui of such a remote station. Grodé, an artist and English instructor, also cooks, and his three meals a day alone justify the $16-to-$30 rates.

He packed us a Sunday lunch of peanut butter and jelly sandwiches (just for old times' sake), and we set out to climb Fort Royal, not the highest peak on the island but one trapped with brambles and sheer ledges. Halfway up we hit an impasse, plucked a few calabash fruits as prizes, and retired in the rising heat to the black sand beach of Oranje Baai at the foot of Fort Royal. Near the shore you sink in almost knee-deep in the porous sand. It is called a "walking beach" because the configurations change so frequently, giving the impression that great heaps of sand have got up and walked to other points on the shoreline. And because of that quirk, hotel-building has been deemed an unwise proposition on Oranje Baai. In the shade of palm trees well back from the surf are the stone remains of ancient warehouses left over from Statia's so-called Golden Era, when sugar production and trading made it one of the most prosperous islands in the Western world.

Oranjestad cloaks many remnants of Statia's heyday behind tangles of vines and flowers. I strolled through the graveyard and the blackened stone hulk of a Dutch Reformed church built in 1775 and done in by hurricanes and age. There is talk these days that Henry Ford II intends to restore the church as part of a major investment on Statia. Peering through the naked arches, gazing up at a bell tower still supported by ancient beams, wandering about a graveyard littered with Heineken bottles, I couldn't help wishing that, aside from a thorough clean-up, the church be left as it is. A synagogue, used long ago by Dutch Jewish merchants, lies in similar disrepair nearby; whisperings of revival have also been heard behind its crumbling walls.

Statia's profile is dominated by The Quill, a green volcanic crater neatly sheared off just below its peak. You can descend into the bowl and prowl an eerie rain forest, but with time running out and an afternoon Otter to catch for Saba, I chose to follow a cement road to the gray, jagged backside of The Quill. There I stood on the edge of the island, high above a rocky shoreline, and looked across to St.

The profile of the Caribbean's St. Eustatius is dominated by The Quill—"a green volcanic crater neatly sheared off just below its peak."

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Kitts, wreathed in clouds. And there I sat on an antique cannon, in a high wind, and ate my peanut butter and jelly sandwiches.

Saba, a sort of sister island to Statia, juts up so abruptly from the misty blue that it's a wonder engineers could find a place to build an airstrip. They made do with a piece of wave-lashed rock that from above, as the plane zeroes in, looks like the deck of a mini-aircraft carrier. Luckily, Twin Otters can land on a space the length of a basketball court, because any other plane would run right past the herds of goats and off the edge.

Saba is like no other island this side of Bali H'ai. Winding up the mountainside from the airport and passing through immaculate little villages called Hell's Gate and Windwardside, you leave behind the heat and pulse of the West Indies and begin to wonder if you have found a wayward corner of New Zealand. I arrived in Windwardside about the time a tea party was breaking up on the grounds of the Sacred Heart School. Clutches of islanders—either very white or very black, the result of inbreeding—were walking back to their homes for dinner. Actually, more of an outdoor bazaar, the function had been organized to raise money to buy a new organ for the town's Catholic church. Sabans are churchgoing folk; there really aren't many other places to go.

On that Sunday night, however, a bulletin board on the main street advertised an 8 p.m. showing of *Johnny Eager*, with Lana Turner and Robert Taylor. Beneath the poster, someone had scrawled the words, "Sock it to me, baby." There are a few television sets on the island, and although the reception from St. Croix is snowy at best, Sabans will sit around and watch for hours until the programing goes off at 10:30. I visited a household in which a group of older people—mostly women, all related, all with the last name of Hassell—sat before a blotchy, week-old replay of a New York-Baltimore basketball game.

Every second person on Saba, it seems, is named either Hassell or Johnson. The new administrator of Saba is Eugenius Johnson, typically tow-headed, pale-skinned, reserved. On Monday morning, I went down the other side of the mountain to talk with Johnson in the capital, known as Bottom—from the Dutch word meaning bowl, describing the town's geographic setting. Bottom is not at the bottom of the island, and in fact all of the villages have been built well back from the steeply pitched shoreline. Until roads were carved out of the mountainsides in the late 1940s and the first jeeps introduced, Sabans had

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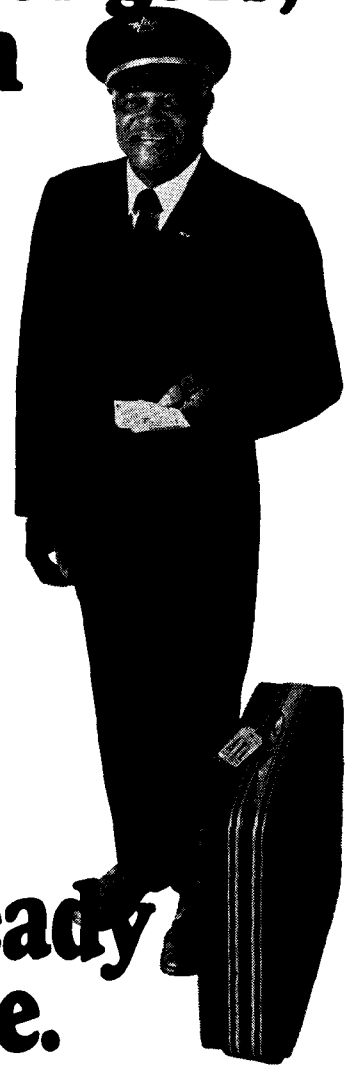

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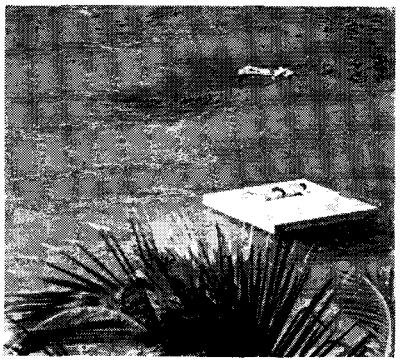

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to walk up and down thousands of stone steps to cross the island. Some of the twisting stairways remain intact, leading past thick banana groves, flowery jungles, and scattered, quizzical cows.

Jobs are so scarce on Saba that if a person doesn't work in one of the four guest houses, or drive a taxi, or go out on extended commercial fishing trips, he is hard put to find employment. Many of the women turn out the traditional Saban lacework and sell the little bonnets and handkerchiefs in the island's several shops. Lately, the craft has been passed on to Saba's young people in evening courses. Meanwhile, the home government chips in to overcome the island's ongoing economic deficits. Saba, without a harbor, nonetheless has long been known for its seafaring ways. Sabans would have to understand something about the sea simply to get goods and supplies onto their own spiky shores. It takes a bit of logistical genius to haul a new car ashore, the front wheels riding in one small boat, the rear wheels in another. A deep-water pier being built at Fort Bay will make the operations simpler and also bring in droves of cruise passengers.

Most visitors to Saba fly over from St. Martin for the day, drive up to Windwardside, having lunch at the ranking hotel, Captain's Quarters, poke through the Spanish lace shops, and then return before dark. Captain's Quarters, straddling the mountainside high above the Caribbean, has the island's only swimming pool and its only restaurant of note. Things were so quiet on a Monday afternoon—quieter, even, than Sunday—that I was able to concentrate, while sipping a rum drink at the Captain's Quarters, on a pair of male lizards dueling in the sun on a green railing.

St. Barts initiates the visitor with possibly the most harrowing of the three landings—if you happen to be looking out the cockpit window just before the final approach. The plane has to clear a gap in the hills above the capital city, Gustavia, and then dip abruptly to reach the airstrip, which slopes down to within a few feet of a white beach. Three young travelers with backpacks got off my flight, jumped onto the beach, and walked a mile or so to a shoreline encampment with tents and an open fire. I know because I stayed next door at the Eden Rock, a hotel run perhaps as casually as any hippie bivouac.

Occupying a splendid rocky perch with long beaches on either side, Eden Rock is owned by *le Maire* himself, Rémy de Haenen. He obviously was tied up that week with the business of winning re-election. Campaign stickers posted around town read: NOUS GARDONS M. REMY. VOUS SAVEZ POURQUOI. At any rate, the hotel seemed more in the hands of his two lovely, if insouciant, daughters who kept service to a minimum and sometimes had guests wondering if they would still have a room the following day. Such laissez-faire operations actually go well with the easy life-style of St. Barts, which makes a man forget he ever owned a coat and tie. The island's other well-starred hotel, the Autour du Rocher, claims an even less formal milieu than does the Eden Rock.

Most of the islanders are descended from Normans and Bretons who settled during the seventeenth century. They have retained an antiquated language somewhat like that spoken in Quebec. Although the French have run the island for most of the past 350 years, the Swedes were around long enough to call the main town Gustavia, leave a few Swedish street names, and provide a title, Marius, for an outdoor café, which makes 50-cent martinis. Next door to Marius, just off the harbor, is a tiny, red-shuttered, all-purpose emporium called Le Select with a bar and grill, a record section (Piaf on 45s), and a book collection under locked glass. Inside are such diverse volumes as *Le Petit Livre Rouge du Général* with de Gaulle on the cover, wearing a Mao cap; the memoirs of Che Guevara; Frank Harris; *The Perfumed Garden*; *Hawaii Blossoms*; and a beginning stenographer's book.

Gustavia, built around a large horseshoe harbor, was buzzing with uncommon excitement in the hot morning sun. A cargo boat was in from Guadeloupe, and its merchants were selling piles of fruit and vegetables on the wharf. Rémy de Haenen was shaking hands and looking a bit peaked; and squadrons of pelicans were patrolling the harbor, one after the other peeling out of formation and diving straight as rocks into the water. Kerplash. They reminded me of an Otter I knew.

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Reference Books

Continued from page 43

divided into countries or other areas. Thus "Florence and Siena: Late Gothic" describes in minute detail—and reproduces in black-and-white—several works of such painters as Gaddi, Sassetta, and Pisano. An epochal exhibit and a worthy catalogue, but why no index?

Architecture, too, finds its place in George Heard Hamilton's large-scale survey, **19th and 20th Century Art** (Abrams, 484 pp., $18.50), a handsome and admirably organized volume in which the major emphasis falls on the present century and, within that, on the past twenty-five years. Hamilton takes the opportunity to expatiate appreciatively and seriously on the soup-can, comic-strip, color-swatch, and eye-dazzle schools, all handsomely reproduced among the book's 487 illustrations (sixty-four in color) just as if they were fine art. Fortunately, he can be equally responsive to works cited in the chapters on Romantic Classicism, Post-impressionism and Symbolism, or Fauvism and Expressionism.

Let's step across the square from the museum to the music hall and observe some of the scenes pictured by Milton Cross in **More Stories of the Great Operas** (Doubleday, 760 pp., $6.95). This time the famous act-by-act, aria-by-aria synopses are of the more recent operas (*The Ballad of Baby Doe, Lulu*), of older works recently revived (*Pique-Dame, Ernani*), and of the "concert operas"—those generally presented with little or no stage action or scenery (*Carmina Burana, Dido and Aeneas*). Mr. Cross has an effective way of working an idea of the musical quality into his stories, and of helping the reader to achieve that suspension of disbelief so difficult with opera.

A parallel offering is David Ewen's **New Complete Book of the American Musical Theater** (Holt, Rinehart & Winston, 874 pp., $15). Here, too, the arrangement is alphabetical, but Ewen relies less on the scene-by-scene method than on long summaries of the 500 shows, and he also tells about the germination of each, the opening nights, and any film versions. Dates, casts, and number of performances are supplied, and 100 photos bring the shows and players to life. Added attractions of this breezy compendium are biographies of librettists, lyricists, and composers; a chronological listing from 1866 (*The Black Crook*) to 1970 (*Applause*, etc.), an alphabetical list of the outstanding songs, and an index.

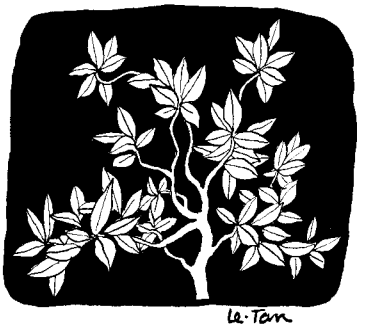
Kurt Weill is the only composer to appear in both of the preceding volumes as well as in **Twentieth-Century Composers: Germany and Central Europe** (Holt, Rinehart & Winston, 256 pp., $10.95), by H. Stuckenschmidt, who has the space and the background to provide this more incisive study. But his twenty-five biographies are also on the popular side—readers need have no fear of being overcome by a full dose of Schoenberg's tone-row or Křenek's predeterminations. Though they conscientiously trace movements and influences, these musical histories are freely sprinkled with anecdotes and with informal as well as formal photos. Several minor celebrities mingle here on equal terms with men like Richard Strauss, Mahler, Hindemith, Orff, Bartók, and Kodály. A composer index lists compositions discussed in the text.

7) Two pocket-size guides that might well be used together are the **Concise Bible Concordance,** by Jay J. and Mary Smith, and the **Concise Bible Dictionary** (World, 214 and 175 pp., paperback, $2.95 each), inasmuch as the references in the concordance are frequently supplemented by those in the dictionary. The latter's 1,500 entries are not merely defined; they are explained in terms of each context in which the word or phrase occurs. Pronunciations are furnished, but should be checked in a standard dictionary (*cummin*, for example is incorrectly pronounced here with a long *u*). The concordance—valid for 2,500 key words selected for the average reader—gives at least one synonym for most entries, and thus may often make it unnecessary to consult the companion dictionary. And since each word is followed by a list of phrases in which it appears in the Bible, the concordance also serves as a biblical quotation-finder.

In the **Dictionary of Pagan Religions** (Philosophical, 370 pp., $10) H. E. Wedeck and Wade Baskin have assembled information about cults and rites of all times and climes. Venerated objects (such as shells) have their own entries, as do places (sacred groves), writings (Hermetic), mythological beings (Ra, Manitu, Gilgamesh), concepts (taboo, ka), and the religions themselves, both general (in Japan, Hawaii, the Congo) and particular (such as the longer articles on Confucianism, Inca religion, and Mithraism). In many of the 2,000 entries cross references and illustrations would have been useful, but their lack is a small fault in a valuable compendium.

Taboos turn up often in **Every Man's Book of Superstitions,** by Christine Chaundler (Philosophical, 174 pp., $6): Actors mustn't whistle during rehearsals (what nervous director created that one?); visitors should never poke up the fire without being asked (smoke gets in your eyes?)—and, of course, thou shalt not kill an albatross while at sea. Although, thanks to an excellent index, this is a reference work, the accounts of scores of various old superstitions are so pleasantly discursive that you read straight through—and suddenly come upon that warning of Blake's:

A Robin Redbreast in a Cage
Puts all Heaven in a Rage.



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The Fine Arts

Katharine Kuh

A Maximum of Poignancy

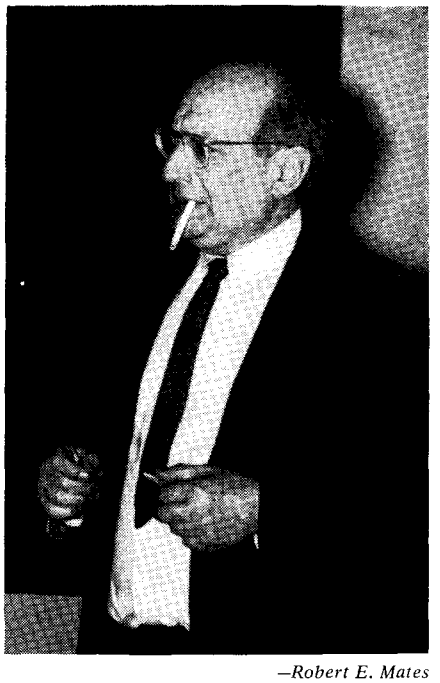
ON FEBRUARY 27, Mark Rothko's daughter Kate and I made our first visit to Houston's new ecumenical chapel several hours before her father's murals were unveiled there. Under a blazing noon sun, these vast, dark, brooding paintings, which Rothko had devotedly planned, labored over, and questioned each step of the way, seemed almost invisible, due partly to the brutal Texas light, partly to an intentionally low skylight. The artist himself had insisted the murals be seen intimately—lighted directly from above, but not dwarfed by any form of impressive architecture. A conventionally lofty dome might well have filtered and dispersed the savage sunrays that were at that moment devouring the paintings.

On first glance, we were stunned—at least I was. Structurally the building seemed uncompromisingly bleak, and the canvases, which I had watched develop month by month in the artist's studio, were now strangely unfamiliar. Memories came back to me. I recalled how many times Rothko had insisted that his work lived best in reduced light. Even when he was painting the murals in smog-drenched New York City, he maneuvered a white awning over his skylight in order to control undue luminosity. Above all, he wanted the most elusive nuances of muted color and palpitating textures to coexist in harmony and in undivided unity. To achieve this end, to make the paintings breathe as incorporeal exhalations dependent only on color and surface, every inch of these fourteen huge canvases necessitate equal emphasis. But blinding light is hostile to such visual subtleties. Happily, however, plans are under way at Houston to cope with the problem, perhaps precisely as Rothko did in his New York studio, for, as nearly as possible, the chapel interior duplicates the studio.

Later the same afternoon, when the sun was lower, we returned to the murals. Now they slowly emerged—majestic, silent, and lonely. For me, it was difficult not to read personal emotions into these works, emotions I might have exaggerated because it was almost a year to the day since Mark Rothko had killed himself in his Manhattan studio. At that time he had finished the paintings, which he considered his single most important commission, and had already carefully stipulated the kind of architectural setting he wanted for them. Often during his last year or two, one sensed that Rothko was relieved the project was successfully completed, but one also sensed how deeply he missed his total commitment to it. He never again was to work with such intensity or rapt concentration.

Though afterward he did a group of oils on paper and later several on canvas, he told me easel painting no longer interested him. In a way, it never had. Rothko rarely permitted single examples of his work to be exhibited in group shows, for he realized that one canvas was not the answer, that solely through cumulative variations could he make clear what he was after. His paintings are at home only with each other, and, when seen together, merge their emotional content into one continuing experience. All of which explains Rothko's particular fondness for the special room at the Phillips Memorial Gallery in Washington where a few of his finest works are hung alone in tranquil light.

I remember late afternoon hours in his huge 69th Street studio when he was painting the murals. There they were—slightly in the dark, yet burning through the gloom with transcendental power. On first view, they seemed to be vast areas of unrelieved density, quite different from Rothko's earlier high-keyed works, but on closer study the canvases asserted themselves. Cheerful they were not, but they were eloquent distillations of man's burdened spirit, and as such they are now eminently adapted to a religious environment or, better, to a meditative one.



—*Robert E. Mates*

Mark Rothko

It was on our third visit during the actual dedication of the Rothko Chapel, as it is now called, that the full impact of these paintings in their new surroundings came through to me. They were no longer unfamiliar. I could almost hear Rothko asking the inevitable question: "Well, what do you think?" As Mrs. John De Menil, who with her husband gave the murals and chapel to Houston's Institute of Religion and Human Development, said in the dedicatory services, "Nothing could deviate him from his single purpose, and this purpose forced him to use darker and darker reds. He would have liked to use more beguiling colors. He tried, he told me, but he had to renounce these pleasurable options." The service was long, the backless benches hard and uncomfortable. And the light was unfortunate, artificial this time but again inadequate, perhaps because the problem of lighting these paintings is unsolvable. They defy all ordinary installation methods.

Yet, sitting there in that unlikely assemblage representing the different worlds of religion and art, one felt the paintings towered over people and architecture with a hypnotic inner glow. Why Rothko had wanted an unaggressive structure with dull, gray walls suddenly became clear, for in this recessive setting only his looming canvases existed; everything else faded into nothingness. The paintings took over with undisputed authority. I am sure I was not the only person in that chapel saddened because the artist was never to see his finished work in the home he himself had envisioned for it. He was after, he had said, a "maximum of poignancy." Moored in their own glowing darkness, the paintings at once retreated from and converged on us with somber insistence. There was no escaping them or their solemn message.

It was curious: The older Rothko became, the more tormented he was by uncertainties. When I first knew him in the early Fifties, he was a passionate crusader who believed fiercely in his own work, though at the time it was sadly neglected by the public. His studio was then on West 53rd Street, where he always seemed to be extricating enormous canvases from a crowded storage area in order to show them one by one. In those days his color was radiant, throbbing with a kind of sonorous ecstasy. He was already a religious painter, his great abstract

(*Continued on page* 81)

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SR Goes to the Movies

Arthur Knight

Waterloo Revisited

AT ONE POINT in the almost forty-five minutes of battle scenes that comprise the climax of Dino De Laurentiis's *Waterloo*, we view from a helicopter the charge of the French cavalry as it fans out among the square, red phalanxes of British troops. Visually, it is quite a shot. There must be thousands of men and hundreds of horses on the screen. Shells burst in mid-air, and through clouds of white smoke one clearly perceives a strategy that went awry. But wait a minute. A helicopter at Waterloo? From whose point of view is the audience supposed to be seeing all this?

It is a question that recurs repeatedly throughout the more than two hours' playing time of the film. At the British officers' ball on the eve of Waterloo, a scene made famous by *Vanity Fair*, the camera, perhaps in the guise of a passing bat, peers down on the dancers through a tangle of ornate chandeliers. When Napoleon's new army moves up toward Waterloo, a virtuoso bit of camerawork starts with the cannon clattering across a bridge, then glides down to reveal infantry and cavalrymen—hundreds of them—fording the river by night. But again, who was supposed to be doing the looking? Even worse is the scene, early in the film, in which Napoleon walks toward Marshal Ney, the camera in close upon his hands clenched in tension. Another angle reveals that he is but a few feet from his own troops—the very men he would least want to sense his trepidation.

Nit picking? Not really, for these shots are symptomatic of the Olympian detachment with which the director, Sergei Bondarchuk, views the entire holocaust. The long shots are so remote that the armies become little lead soldiers moving in ranks over a painted field—or even, at times, mere splashes of color—while the close-ups, as of the hands, or the recurrent shots of Napoleon's right eye are so magnified as to become meaningless. Bondarchuk, of course, is the director who created the magnificent Russian *War and Peace*, but for that he had the collaboration of Tolstoy. Here the story and screenplay are credited to one H. A. L. Craig, who seems to have penetrated no further than the initial idea, "Let's do a movie about the battle of Waterloo."

Unfortunately, the results fall short of even this limited objective. There is always a certain fascination in watching the tactics of a great battle—to learn why this particular terrain was chosen and the reasons behind deploying the troops in such and such a manner. But not here. Wellington speaks vaguely of choosing Waterloo because it has a stand of trees without underbrush, but we are given no inkling of how this affected the outcome of the battle. Napoleon, against the advice of his entire staff, declares that the battle be joined at 9 in the morning, and curtly dismisses them when they point out that the roads will be drier for their cannon if they wait a few hours. Nevertheless, without further explanation, the fighting doesn't begin until noon.

What we have then are shots of soldiers falling off their horses, of officers with their backs ripped by shrapnel, of infantrymen disappearing into clouds of smoke, and of Wellington remarking to one of his aides, "Sir, I believe you have lost your leg." But apart from a few perfunctory attempts at personalization (one could scarcely call it characterization), the film never tells us where or why anything is happening or to whom it is happening. It even fails to take an attitude toward war itself. Was the killing at Waterloo a necessary evil that rid the world of a sick, megalomaniacal dictator; or are we merely expected to be sickened by the carnage and to conclude that all wars are wrong? The film lets you have it either way, or both ways.

Under the circumstances, it is almost ludicrous to talk about the performances. Orson Welles, as Louis XVIII, has perhaps five shots, during which one tries to adjust to his putty nose. Jack Hawkins, as General Picton, is noticeably out of sync. Christopher Plummer's Wellington stalks the battlefield with not a hair out of place, and Rod Steiger plays Napoleon as if he were constantly in need of a Rolaid.

Perhaps the real significance of *Waterloo* lies in the fact that spectacular shots, wall-to-wall action, and gorgeous color photography no longer guarantee a great movie. Audiences today demand characters. More than that, they want a point of view that they can respond to. And this version of Waterloo, glimpsed from a helicopter, has neither. There is not even the sobering reminder that these mounds of corpses had been the same French army Goya depicted so savagely in his *Horrors of War*.

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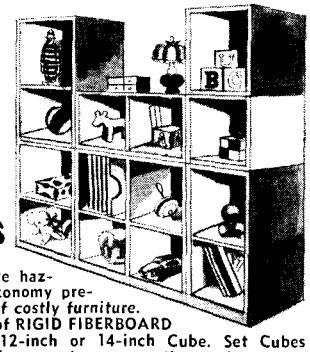

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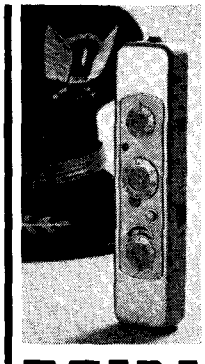

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The Theater

Henry Hewes

Death Prattle

THE RELATIVE joylessness of modern life appears to be driving some of our foremost playwrights to abstraction. The latest instance is Edward Albee's *All Over,* in which an American Everywife awaits the death of her affluent and famous husband. Awaiting with her are "the other woman"; his middle-aged son and daughter; his best friend; an eighty-six-year-old doctor; and an elderly nurse. We never see the dying man, who is lying in a coma behind a hospital screen at the rear of the stage. Nor do we learn anything specific about him, for the playwright wants our attention on the other characters. The dying man is there to give them a reason to gather and to converse with more candor and emotion than usual, and to suggest that, with his passing, his satellites are moving into a fallow finality.

Because of the play's characters, its literary dialogue, and its subject matter, one is immediately reminded of the late T. S. Eliot. But the differences between Eliot and Albee soon become apparent. It is not just that Eliot wrote verse that sounded like prose and that Albee writes prose that sounds like verse. It is the almost complete lack in *All Over* of the sense of nemesis that in Eliot's plays acted as a driving force against which the characters could struggle. Eliot believed in God and fate, and Albee, in this play at least, chooses not to. This choice is certainly appropriate to our times, and it makes *All Over* a realistic and honest effort to reflect contemporaneity. Yet, it leaves Albee with the difficult task of finding some other conflict that will be equally dramatic.

The obvious way to create such drama would be to find deeply revealing points of dispute between the characters. This would have been easy to do for none of them like one another very much, and the wife is firmly opposed to complying with her husband's wish that he be cremated. Yet, again Albee has resisted. Why? One can only guess that he prefers to show us the overriding despair that reduces these people's lives to dispassion and makes their decisions unimportant.

Thus, *All Over* becomes a play of carefully orchestrated conversations in which recalled random thoughts and petty unresolved bickerings fill in a mosaic of waste. The husband presumably had a vital career, but those around him who used his wealth and supplied him with conventional satisfactions have diminished into stagnant, decaying people. Even his mistress seems unable to express the joy of her long relationship with him and instead recalls the ecstasy of a former love affair, which because of its brevity remains more perfect in memory.

The wife, on the other hand, can't remember falling in love with her husband. She repeats several times throughout the play, "Oh, God, the little girl I was when he came to me," and ultimately confesses that his appeal had been the serene security of being attached to an older man. Nevertheless, even though she briefly tried a sexual liaison with her husband's best friend, she knows she is incapable of loving anyone else. Both she and her husband's mistress foresee an unhappy old age without the man who has given their lives some meaning. That this meaning was made shabby for both of them is sad, but is implied to be the legacy of a generation driven to indecisiveness by the breakdown of old traditions.

Would their lives have been less shabby if the husband had divorced his wife and married his mistress? Perhaps. But divorce is seen by the playwright as a kind of killing. Indeed, it is suggested that the threat of divorce was responsible for driving the best friend's wife to insanity. The subject is enlarged upon by the doctor's deliberations about the shift from Old Testament-inspired severity to New Testament-inspired mercy. The latter is more humane, but the older tradition may have produced a more vital Western civilization. Without advocating that all men with mistresses be cruel enough to divorce their wives, Albee has pointed out that indecisive living is an important factor in what many see as the decline of the West.

It is not just indecisiveness that is being criticized. *All Over* goes beyond that to examine the myth upon which the meaningfulness of marriage and love is based. In one of those characteristic Albee dissections of word distinctions, the mistress tells how she first became aware of "a faint shift from total engagement" in her affair with the husband, which led to a knowledge that all her sharing had been not "arbitrary" but "willful," and that nothing had been "inevitable or even necessary." Existentialist philosophers may find glory in our ability to continue with such awareness, but in *All Over* the wife and mistress do little more than resign themselves to an insoluble unhappiness. In this respect, the play disappoints. Two hours of deathwatching would be more dramatic if they led to a release or a revitalization.

Also disappointing is the flatness of the other characters, about whom we never learn very much. The best friend is mousy. The son is a washout, whose response to his father's fame has been to become an uncompetitive time-server. And the daughter, who has become involved with an opportunistic and unscrupulous married man, is cynical without being witty.

Director John Gielgud has apparently given the playwright the kind of production he wanted. There is a minimum of movement and color as the various characters speak more to the audience than to each other. Furthermore, although Rouben Ter-Arutunian's neutral setting of black velour and aluminum never distracts us from what the people are saying, it fails to supply a feeling of warmth and of being in a house where old tradition is passing.

Jessica Tandy brings a gracefulness of speech and manner to the role of the wife that noticeably exceeds the

comparative tonelessness of most American performers. Colleen Dewhurst exhibits an understated inner strength as the mistress. And Betty Field is lively and forceful in two or three brief forays as the nurse.

However, it requires great effort on the audience's part to follow the quick shifts of dialogue and to appreciate some of Albee's set pieces of conversation that seem to lead the action nowhere. Because the emotional and intellectual rewards of doing this work are elusive, *All Over* commands our respect more as Albee's obstinately drawn abstraction of the state of things than it does as a dramatic work.

Another unusual portrait of affluent American society is created by A. R. Gurney, Jr., in *Scenes from American Life,* currently being presented by the Repertory Theater of Lincoln Center at the Forum. In a deliberately scrambled series of fragments about the smugness of ruling-class life in Buffalo between 1930 and 1980 (or whenever it is we become a police state), the playwright's contempt for the antiquated social traditions that dominate many American cities is gently but firmly made apparent. Thus, although there is a lack of conclusiveness and dramatic bite, we are disarmed and challenged.

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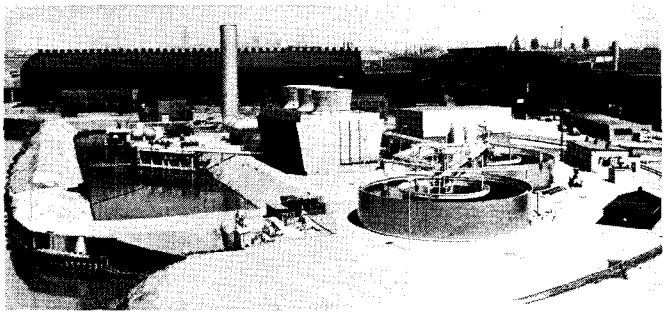

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TV-Radio

Robert Lewis Shayon

Bird Watching

THE CONCLUSION of the most recent round of FCC proceedings regarding establishment of domestic satellite services (Docket No. 16495) has raised a question in the minds of some observers. In using satellites for domestic communications, can the public interest be realized most adequately only by the authorization of a TVA-type of public corporation? Eight communications conglomerates have filed applications seeking the franchise to supply the necessary facilities and services at a profit. They are AT&T, Comsat, Hughes Aircraft (allied with Teleprompter), MCI Lockheed Satellite, RCA Global, Western Union, Western Tele-Communications, and Fairchild-Hiller. There is not much in the eight applications to cheer private citizens who had hoped that domestic satellites would help to provide new and improved content in broadcasting and cable programs in return for the billions of dollars that the taxpayer has invested in the research and development of aerospace technology.

None of the proposals, according to expert space engineers, takes full advantage of the unique opportunities that satellites afford for the mass distribution of signals from a single source, for cheap earth stations that would service remote areas, and for free transmission of public interest and instructional programs. Essentially, all the applications offer systems that are oriented primarily to the big, profitable traffic in point-to-point transmission of commercial messages. In earlier filings, AT&T discredited the value of the services that satellites could offer in competition with its own terrestrial network. Now, the corporation has proposed a system that, in the words of a former member of the FCC's common-carrier staff, "seems fundamentally designed to enable it to absorb and control the application of satellites for domestic communications."

Comsat, acting very much like an AT&T subsidiary, wants the FCC to give it a chosen-entity status that would, in effect, extend its monopoly in the field of international satellites to domestic communications. Seven proposals would cut the costs of commercial network distribution by roughly 50 per cent; but only Fairchild-Hiller offers free full-time TV channels for non-commercial broadcasting. Western Union said, "There is no such thing as a free lunch [for public broadcasting]." Relative degrees of special consideration for public broadcasting—to be instituted in initial or later phases of an operational system—are offered by the other applicants. A strong public interest objection is that none of the applicants would be a neutral common carrier. All are conglomerates with interests in competitive communications systems—broadcast, cable, data processing, etc. Some, more significantly, are involved in the production of program content.

A major problem in the development of entertainment and information in broadcasting has been the ability of the distributors of programs to control content. It would compound folly to extend this historic error to the use of domestic satellites. The FCC, in its rule-making order, asked all applicants to say whether or not AT&T should be allowed only to lease channels from the chosen carrier in the initial phase of domestic satellite operation. The fear is that Ma Bell, the predominant giant in the field, could exclude new entrants and control the rate of innovation. Some applicants agreed that AT&T should be so constrained; others did not respond to the question. Public interest observers are so intent on excluding both AT&T and Comsat from the field that they tend to favor one or another of the remaining applicants who offer some promise of innovation and public benefit, even though what they offer does not represent the most imaginative use of the new technology.

In 1966, when the FCC first undertook its domestic satellite inquiry, the Ford Foundation suggested the formation of a Broadcasters' Non-profit Service Corporation (BNS) that would combine lower costs for commercial network transmission with the funding of a high-quality public broadcasting network. Since then the Ford Foundation has not updated its original proposal, and it has made no comment in the recent rule-making proceedings. The National Citizens Committee for Broadcasting (NCCB) is the only public interest organization that is planning to submit to the FCC a formal comment on the eight applications. It probably will recommend the exclusion of AT&T and Comsat and raise questions about the public dividends offered by the six other applicants. Some observers think that, in 1967, the FCC would have designated AT&T and Comsat as the chosen entities. Authorization was delayed pending the report of President Johnson's Task Force on Communications Policy, which eventually suggested a pilot demonstration project. Comsat and AT&T probably would have been the dominant twins in that arrangement as well.

The present administration suggested a "pragmatic approach" that would invite competing private enterprise corporations to propose systems on which they were realistically prepared to risk capital. The eight applications before the FCC are the fruits of that pragmatic approach. The commission can still decide to award chosen-entity status to either AT&T or Comsat or to both. The political and conglomerate pressures for such a decision are very powerful. The FCC can accept another proposal or make a mix of several. It can, if it wishes, reject them all and begin again. Perhaps it should. The commission understandably is eager to wind up a long and complex proceeding; but its decision, once taken, is likely to freeze the technology permanently. It would be a pity if the potential of domestic satellites were to be wasted on a system of equatorial-orbit birds that would be mere extensions of the present terrestrial status quo.

One solution would be for the FCC to call in NASA and ask it to design a system along public-corporation lines. We could then expect some healthy competition, not only between satellite and terrestrial systems but also between public and private corporations. The protracted proceedings suggest that, in the common-carrier field, we need a public-interest law firm that will continuously scrutinize this field, as several such law firms now keep watch for the public in the broadcast and cable fields. The Ford Foundation might give some thought to this. Its own big splash in the matter of domestic satellites was made when the issue was less relevant than it is now.

As for other public-interest groups, they have until the middle of May to file comments on the systems that have been proposed. They should study the NCCB comment and if they agree come forward with at least supporting statements. The common-carrier problem is messy, complex, and difficult for laymen to understand; yet, the public must speak up even if it is ill-informed. Otherwise, it may discover belatedly that the utopian domestic satellite is only the same old bird of conglomerate empire-building.

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Invasion of Privacy

Continued from page 21

character, and morals, which probably includes gossip about old neighborhood feuds.

Insurance company underwriters indicate that many do not use some questions (e.g., "What social clubs does he belong to?"). Some questions are overdrafted (e.g., the query "Who are his associates?" is useful to them only as "Does he have any criminal associates?"—a quite different version). The reason for asking what *kind* of alcoholic beverage an applicant drank was incomprehensible to at least two underwriters.

When asked whether they ever sought to have unnecessary questions struck from the form, the response was "Why should we? It's just as easy to skip over them when reading." There was no indication that they had any scruples about, or even any understanding of, the problem as an invasion of privacy.

Credit bureaus and investigation agencies do not generally gather such information as test scores or personality traits. Nor are lists of books assembled—yet. But there is nothing to prevent these investigators from adding this information to the standard items in their dossiers. The FBI has tried a similar form of investigation. Common law doctrines seem not to cover these problems, and, until recently, legislatures and relevant administrative bodies have shown no interest. Most information agencies have no announced policies that would preclude them from including any type of question. Thus, the only reason such information is not gathered is an economic one: No one is sufficiently interested to request and pay for it.

New technology is also tipping the balance against the individual's right of privacy as far as kinds of information are concerned. With problems of storage and transmittal solved, the technological tendency is to collect more data on individuals, inevitably more sensitive data.

The way information is gathered also has ominous implications for the individual's privacy. Credit bureaus gather their information from employers, newspapers, and credit-granters who are members of the bureau. They also collect data from the "welcome wagon" woman who visits homes and notes what buying "needs" you have so that you can be dunned by the right merchant. American Airlines' computer can give anyone information about what trips you have taken in the last two or three months. Further, it can give your seat number and be used to determine who sat next to you, perhaps inferentially describing your associates. In addition, it can tell your telephone contact number and, from this, determine where you stayed or your associates in each city of departure. Credit card accounts can do much the same thing, telling what you have bought recently (to establish standard of living and life-style) and where you shop.

Each of these methods of inquiry constitutes a serious invasion of privacy, but the most serious invasion is the neighborhood investigation by the inspection agency. Here information is gathered by questioning your neighbors, building superintendent, grocer, or postmaster about what you do while you are in your own home. There is the threat not only of gossip-mongering and slander, but of the creation of a kind of surveillance on your home. For most people, the only available private place is "home." Here, even though observed by neighbors perhaps, the individual can feel free to discard his social role and be more expressive of his own personality. It is here that the "neighborhood check" of the inspection agency is most frightening.

How does an inspector go about obtaining information from your neighbors? Frederick King of Hooper-Holmes candidly described the procedures used when a married man is suspected of an extramarital affair. "You go to a neighbor and establish rapport. Then you ask, 'What's your opinion of him as a family man?' This will usually elicit some hint—through the expression on his face or the way he answers. Then you start digging. You press him as far as he will go, and if he becomes recalcitrant you go somewhere else. If you go to enough people, you get it."

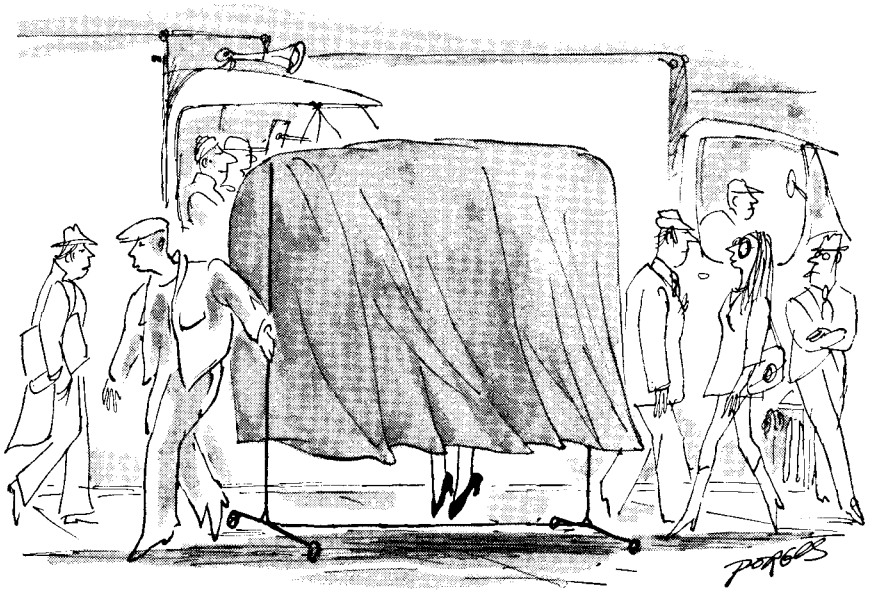
Do present laws give you any protection from these invasions of your privacy in regard to either the types of information stored and sold or the manner in which they are gathered? Probably not.

There is a tort cause of action for invasion of privacy, but instead of furnishing a broad protection device, the courts have established four subcategories of the right. Two of these subcategories related to the gathering and publication of personal material are "public disclosures of private facts" and "intrusion."

Public disclosure of private facts has not been actionable without a finding of "unreasonable publication," and publication to a "small group" would include the subscribers of a credit bureau or investigation agency, in much the same way that publication of defamation to such groups has been held privileged. The exemption is based on the same reasoning that sustains the conditional privilege to defamation and has the same dangers to the subject, who may not be able to correct falsehoods or defend himself against the consequences of having intimate details of his life revealed to the business community in his town.

Intrusion has been found most often in cases involving physical intrusion. Peering through windows, wiretapping, and eavesdropping seem to strike a more responsive chord in courts than does interviewing your neighbors or acquaintances. This tort is usually held to require an "extreme" or "shocking" violation of your privacy, and physical trespasses are most easily perceived as shocking.

In a New York Court of Appeals decision involving the author and Gen-



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eral Motors, the court went beyond physical intrusions to include surveillance for an unreasonable time. However, even this decision makes actionable only those intrusions that are for the purpose of gathering confidential information. The question whether this doctrine covers investigations seeking to discover marital relationships, sexual habits, or housekeeping abilities has not been presented to the courts since the New York decision. However, three of the court's judges specifically stated that the four recognized subcategories of the right to privacy are neither frozen nor exhaustive.

If judicial protection against the collection and sale of overly personal information is limited, legislative protection is still nonexistent, even after passage of the Fair Credit Reporting Act. That statute may provide accuracy protection, but the Senate conferees refused to accept any provisions that would limit the types of data about you that can be gathered and sold.

The invasion of privacy should more accurately be called the invasion of self. The right to protect himself against an informational assault is basic to the inviolability of the individual. On the one hand, we recognize that an arrest record may haunt an individual, and there is precedent for a wrong arrest that is thrown out of court to be expunged from the record. But we have not yet recognized that the bits of information contained in dossiers kept on 105 million Americans may be just as decisive and just as damaging to their lives.

The individual's right to privacy of self is crucial to the functioning of our society. Suppose you walked into a courtroom and picked up a pamphlet relating everything the judge had ever done in his personal life. What would that information do to your interaction with that court? To some extent it is absolutely necessary to preserve barriers of privacy and protection about people's lives in order to permit ordinary interaction between people, an interaction that is to a significant degree based on trust.

Our Founding Fathers developed Constitutional safeguards in the Bill of Rights against the arbitrary authority of government. The rights against unreasonable search and seizure and against self-incrimination were examples of basic rights of privacy deemed critical for a free people. Generations passed and the country developed private organizations possessed of a potential for arbitrary authority not foreseen by the early Constitutional draftsmen. Most pervasive and embracing of these organizations is the modern corporation. Aggressive by its motivational nature, the corporation, in a credit-insurance economy spurred by computer gathering and retrieval efficiency, has created new dimensions to information as the currency of power over individuals. The secret gathering and use of such true or false information by any bank, finance company, insurance firm, other business concern, or employer place the individual in a world of unknowns. He is inhibited, has less power to speak out, is less free, and develops his own elaborate self-censorship.

What this costs in individual freedom and social justice cannot be measured. It can only be felt by the daily contacts with human beings in invisible chains reluctant to challenge or question what they believe to be wrong since, from some secret corporate dossier, irrelevant but damaging information may be brought to bear on them. The law and technology have provided the "dossier industry" with powerful tools to obtain and use information against people in an unjust way — whether knowingly or negligently. The defenseless citizen now requires specific rights to defend against and deter such invasions of privacy.

The Fair Credit Reporting Act will take steps toward solving some of the problems of accuracy in individual dossiers. For the first time, people may find out what credit bureaus and inspection agencies are saying about them, and they now have some means of correcting inaccuracies. But there are still no restraints on availability of this information or on the kinds of information gathered. Unless citizens are provided with an "information bill of rights" enabling them to see, correct, and know the uses of these dossiers, and to impose liability on wrongdoers, they can be reduced to a new form of computer-indentured slavery. The law must begin to teach the corporation about the inviolability of the individual as it has striven to teach the state.

EDITOR'S NOTE: *Mr. Nader's article is adapted from a report commissioned by the American Civil Liberties Union, as part of its 50th Anniversary program.*

Sunday Rain

by John Updike

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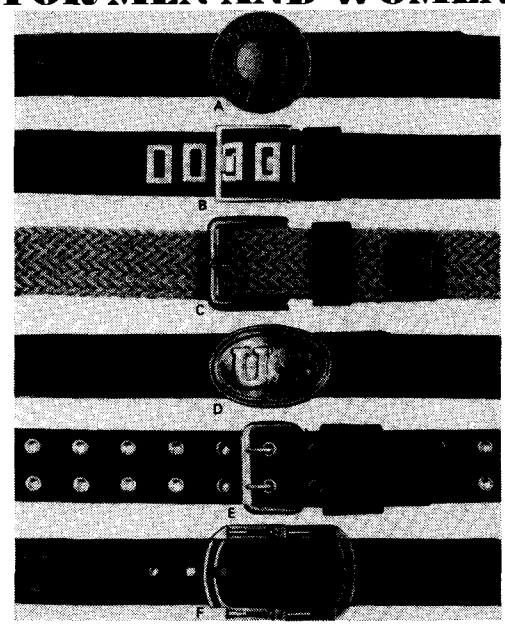

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Correspondence for the Education Supplement should be addressed to: Education Editor, Saturday Review, 380 Madison Avenue, New York, N.Y. 10017

Has the Bubble Really Burst?

Current events seem to indicate that we may have reached a watershed in the history of American higher education. After two decades of phenomenally rapid expansion and almost unquestioning faith in the virtues of higher education, we have suddenly entered a period of widespread public disenchantment. For months the headlines have heralded the financial pinch that threatens the very existence of many private institutions, as well as the increasing reluctance of state legislatures to underwrite the escalating costs of public colleges and universities. Last month Roger W. Heyns, retiring chancellor of the University of California, Berkeley, the nation's most eminent public university, appealed to the state legislature to restore funds to the institution's budget, and asserted that if the cuts stood, "the debilitating results in the quality of education in this state will be incalculable."

Meanwhile, reports from many parts of the country have chronicled the problems of hundreds of highly trained scientists and engineers whose skills are no longer in demand by the space and defense industries, and who are now driving taxis or working as handymen for their neighbors. And the hundreds of freshly minted Ph.D.s who have been unable to find teaching positions in the shrinking academic market seem to mark a dramatic decline of the "aristocracy of brains" that has dominated American life since World War II.

Another dimension of the picture is provided by the effort in many quarters to shift a larger proportion of the costs of higher education to the student and his parents. Private institutions have always expected their clients to shoulder a substantial proportion of the costs. But now tuition and fees at public colleges and universities, although they have risen more slowly, have increased sufficiently to deny the promise of higher education for every student with the talent and will to benefit from it, no matter what his economic circumstances. And last month Ohio's Governor John J. Gilligan went a step further when he proposed to the legislature a deferred-tuition plan under which students would continue to pay annual fees of some $660, and also would be required to sign an agreement to repay after graduation the subsidy the state provides for each student—about $3,200 for four years.

Clearly the conception of higher education as the great democratic equalizer, as an investment in the nation's future, as the ultimate means for solving society's problems, has become clouded. The most powerful nation on earth is unable to find employment for many of its highly trained citizens, and the public is demonstrating increasing reluctance to assume the burden of educating a new generation of specialists. As one college president said, "The great education bubble has burst!"

Many of the sources of public disaffection are obvious: the soggy economy, the student rebellion, professors who earn more by teaching less, etc. But far more fundamentally, it appears that the public is demonstrating its concern about the purposes that higher education has been asked to serve. The great explosion of knowledge in recent years—and the many ingenious applications of that knowledge—has contributed materially to a consumer economy, but, in the process, has too often complicated rather than resolved the problems of contemporary human existence. As a consequence, in higher education, as in so many other areas of American life, the public is demanding a reassessment of our priorities, not the dismantling of the system. Certainly today, as never before, we require the knowledge and skills that only the colleges and universities can provide. Therefore, if higher education were to be redirected more surely to improving the quality of human life, we might find that the "higher education bubble" has been usefully and temporarily deflated, but that it has not burst. —J. C.

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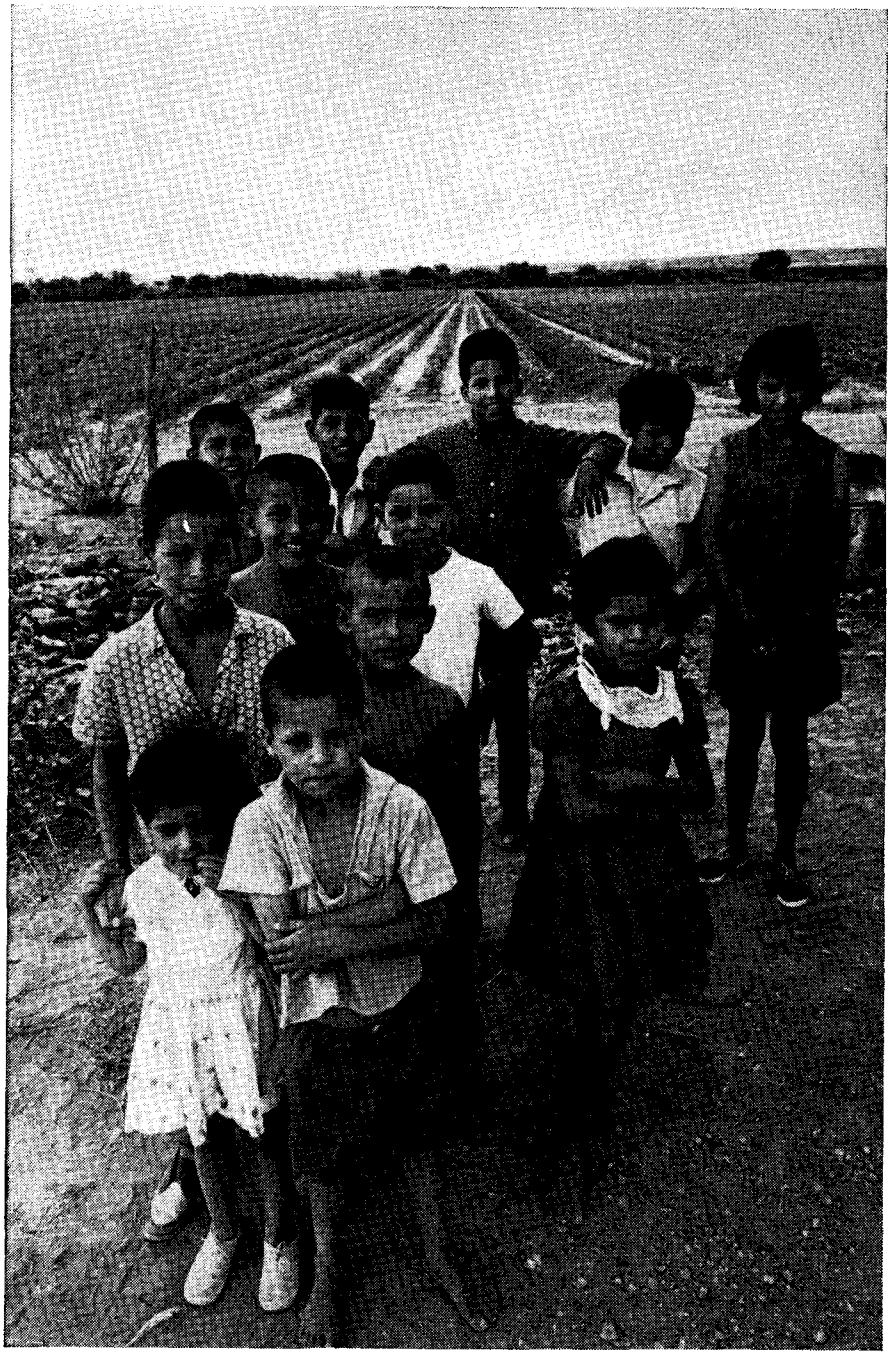
Schools for Mexican-Americans: BETWEEN TWO CULTURES

by PHILIP D. ORTEGO



—*Marcia Keegan, Photo Trends*

They were here before the Conquistadores, before the Puritans, before the Pennsylvania Dutch, before the Irish of Boston or the Italians of New York or the Poles of Chicago. Despite the overlay of Spanish culture, Mexican-Americans are essentially descendants of the great Mayan and Aztec civilizations, the children of Montezuma. The face of Mexico even today is an Indian face. The pyramids of Teotihuacán seem more impressive than the elegant facade of Chapultepec Castle. The legend of Ixtacihuatl fascinates more than do the exploits of Cortez. Although Spanish influences are everywhere visible in Mexico, it is the Indian character of the people that is more obvious. Yet, only in recent years has Indian blood rather than Spanish blood become a source of national Mexican pride. To be a Mexican today is to be a member of *la raza*, the race of Montezuma's children.

Yet, within the boundaries of the United States, Mexican-Americans are still struggling to overcome not only the linguistic disadvantage of speaking a foreign language but the disadvantage of visibility—of looking like a Mexican. In the Southwest—Texas, New Mexico, Colorado, Arizona, and California—where approximately eight million Chicanos live, they subsist on levels of survival exceedingly below national norms. Eighty per cent live in predominantly urban environments, ranging from the megalopolis of Los Angeles—where more than a fifth of the Mexican-Americans reside—to such small urban centers as Las Cruces, New Mexico, with a population of about 55,000, half of whom are Mexican-Americans. Throughout the region, they suffer the ills of discrimination in education, housing, and employment—ills that established the patterns of poverty of the *barrios* and *colonias*, the Mexican ghettos of the Southwest. Few non-Southwesterners realize, for instance, that brown Americans, like black Americans, were segregated in the schools in California until 1947 and in Texas schools until 1948. This prejudice, this discrimination, many Mexican-Americans argue, stem from the 1848 Treaty of Guadalupe Hidalgo, a treaty that identified those who came with the conquered lands of the Southwest as a defeated people, a treaty that usurped their territorial rights and turned them into strangers in their own land. Those who came later, in the great migration of the early 1900s, have been equally victimized by the

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stereotypes engendered by the Mexican-American War.

The consequence in recent years has been the formation of the Alianza in New Mexico led by the fiery Reies Lopez Tijerina, who—though he may never succeed in his quixotic mission to recover the lands for the present claimants—nevertheless has elevated the social and political consciousness of many Mexican-Americans to the point of demanding reformation of the socio-economic structure that has kept them subordinated these many years. In California, César Chavez has mobilized the grape pickers; and in Colorado, Corky Gonzalez has infused the Mexican-Americans with the spirit of protest.

Nevertheless, at the moment what continues to characterize Mexican-Americans in the Southwest is the fact that most of them have a limited and inadequate education. The educational statistics on Mexican-Americans are shocking. Their dropout rate is more than two times the national average, and estimates of the average number of school years completed by Mexican-Americans (7.1 years) are significantly below figures for black children (9.0 years) or Anglo children (12.1 years). In Texas, 39 per cent of the Mexican-Americans have less than a fifth-grade education, and Mexican-Americans twenty-five years of age or older have as little as 4.8 years of schooling. Almost half of the Chicanos in Texas essentially are still functional illiterates.

In fact, many Mexican-American youngsters never get to the first grade. In Texas, only about one-third of the five- and six-year-old Chicanos are enrolled in school, and of those, four out of five fall two grades behind their Anglo classmates by the time they reach fifth grade. In California, more than 50 per cent of Mexican-American high school students drop out between grades ten and eleven. Less than half of 1 per cent of the college students enrolled on the seven campuses of the University of California are Mexican-Americans, although they constitute more than 14 per cent of the public school population of the state.

The high dropout rate cannot be blamed on a lack of emphasis on education in the home. A 1968 study by James Anderson and Dwight Johnson points out that "there appears to be little difference between Mexican-American families and other families with respect to the amount of emphasis on education that the child experiences in his home." Moreover, "these children experience the same high degree of encouragement and assistance at home as do their classmates." The inescapable conclusion is that the academic failures of many Mexican-American youngsters are the result of inadequate school programs rather than the consequence of low achievement or aspiration levels of their families.

The issues in Mexican-American education are formidable, but they have thus far been approached simplistically. To begin with, existing education programs (with the exception of pilot or experimental model programs) make no allowance for the fact that many Mexican-American children come to school either a) knowing a fair amount of English but being psychologically reluctant to use it, b) knowing little English, or else c) knowing only Spanish. Thus, from the start, Chicano children are burdened with the disadvantage of being unable to deal with the national language. In many states, English is prescribed by law as the official language of instruction, and Mexican-American students are expressly forbidden to speak Spanish on the rationale that by speaking English the student will learn English.

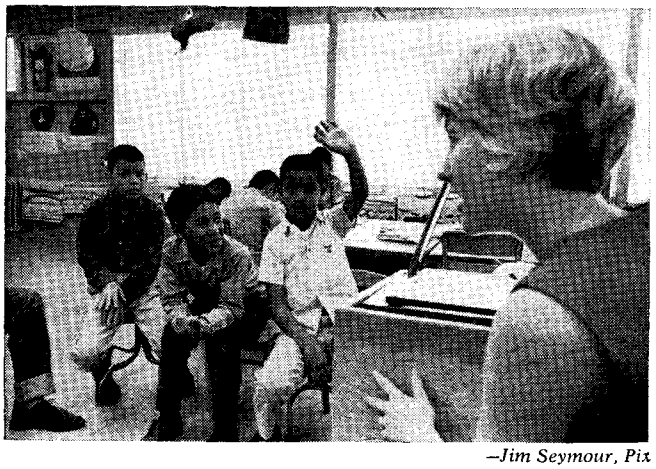
Traditionally these children are herded into schools where the proceedings are conducted in a language they don't understand, via which they are expected to learn all the standard subjects, including reading. Usually their teachers are Anglo-Americans who are not bilingual and who therefore cannot communicate to their charges the learning content of first grade. First grade, then, can become a traumatic experience in which the teacher, with little or no facility in Spanish and untrained in language theory and analysis, attempts to create enough English fluency in the pupils to begin the required instructional materials.

Just as this "come and get it" approach to the common curriculum fails to deal with the fundamental educational problems of Mexican-Americans, so too does the more recent approach of preparing the child before he must enter school. Projects such as Head Start, Follow Through, and other preschool compensatory educational programs suffer from the assumption that all Spanish-speaking pre-schoolers who are recipients of such programs—short- or long-term, well-designed or inefficient—will be fluent in English and able to deal with a traditional curriculum. Six months of pre-school alone is hardly enough time to overcome the disadvantage.

Thus, Mexican-American children arrive at the schoolhouse door with educational needs their Anglo, non-Spanish-speaking teachers are woefully unable to meet. As a result, Spanish-speaking children are often relegated to classes for the mentally retarded, simply because many teachers, wittingly or unwittingly, equate linguistic disadvantage with intellectual deficiency. The percentage of Mexican-American children classified with inferior IQs is two-and-a-half times their ratio to the general population. In California alone, Mexican-Americans account for more than 40 per cent of the so-called mentally retarded.

Until recently, most educators ac-

—Michael Heron, Monkmeyer



—Jim Seymour, Pix

The daily life of young Mexican-Americans contrasts sharply with the Anglo culture of the schools, and the Chicano student must frequently repudiate his cultural identity or perish in the educational process.

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–George W. Gardner

The development of Chicano education must come "from Chicanos themselves."

cepted the results of IQ tests—whether Stanford-Binet, Otis, or SCAT—as accurate measurements of the intellectual capacity of Spanish-speaking Americans, despite the fact that all these tests are given in English and their culture content is biased toward middle-class Anglo-America. Only in the last few years have educators become aware that the right instruments are lacking for measuring intelligence and the achievement potential of Mexican-Americans, although as long ago as 1935 Herschel T. Manuel had pointed out the deficiencies of the Stanford-Binet. Today most enlightened educators acknowledge the relationship between the amount of retardation and the extent to which intelligence tests require a knowledge of English.

In 1968, as a result of severe criticism from the Association of Mexican-American Educators, the California State Board of Education created a special advisory committee to investigate charges that IQ tests seriously hinder some children—especially minority children—in achieving normal educational goals. The findings of the committee are startling. Mexican-American children, classified as mentally retarded after IQ tests in English, did remarkably better on tests in Spanish. Some of the children tested had spent as long as three years in special classes for slow learners simply because of low IQ scores. The study by the special advisory committee found that the "special" classes themselves had "a retarding influence." After retesting, one Mexican-American student showed an improvement of twenty-eight points, while the group's average rose thirteen points, from seventy to eighty-three. The report of the committee asserts that Mexican-American students apparently are placed in remedial or special classes "solely on their ability to function in what is a foreign language."

But the issues cannot be reduced to language alone, for language is only one manifestation of the ethnic bias of the school culture. To imagine such courses as "Speech X" (Corrective Instruction in English Pronunciation) as a palliative or form of remediation for the linguistic ills of Mexican-Americans is to treat the symptoms rather than the malady, for the malady is a social one, and not one of grammar or pronunciation.

The teacher, as the central figure in the dynamics of social relations in educational institutions, needs to fully comprehend the nature of language and its psycho-social function in human beings, especially children. He needs to understand, for example, that when Chicano children are punished for breaking "no Spanish" rules, they are being reprimanded for the crime of speaking the only language they know. They are being pressed into thinking of their language as "wrong" and "inferior," and the more this continues the more they become hostile, resentful, and alienated from society, from their families, and even from themselves. Thus, the Spanish-speaking child who encounters stern and imposing prohibitions against using his language not only is traumatized by a conflict he does not readily understand but is forced into a position of repudiating his cultural identity or else of perishing within the educational process.

Only recently have "no Spanish" rules been challenged by Mexican-Americans in such cities as San Antonio and El Paso, but only after actual or threatened Mexican-American student uprisings. In 1969 the proposed action on the part of the National Education Association to decertify one El Paso high school if it continued its rule of prohibiting Spanish helped resolve the issue there in favor of the Spanish-speaking student population of the city.

Although the "no Spanish" rules are slowly being eliminated, the Anglo-dominated educational systems of the Southwest still tend to culturally emasculate Mexican-American youngsters by deliberately squelching Mexican characteristics. *José* becomes *Joe*; *Jesús* becomes *Jesse*. Mexican-American students are told they must accept and assimilate quickly into Anglo culture or face economic and financial deprivation when they are adults. In effect, this is like telling the Mexican-American child that there is something wrong in being a Mexican-American. And though Spanish may no longer be prohibited on some school grounds, José (Joe) has become more self-conscious of his Spanish and is more and more withdrawn. Not only has he been made to feel marginal in Anglo-American society because of his lack of English, but he is made to feel equally marginal in his Spanish-speaking environment. To eliminate such identity crises, not only must teachers of Mexican-Americans become more aware of the Mexican-American's heritage and culture, but they must rid themselves of outmoded concepts about language. As Harold Howe, former U.S. Commissioner of Education, put it, "It is time we stopped wasting [our linguistic resources] and instead enabled youngsters to move back and forth from one language to another without any sense of difficulty or strangeness."

What is needed is a new breed of teacher, according to Dr. Miguel Montes, member of the California State Board of Education, "sensitive to the many and diverse problems of Mexican-American youth." Yet, in most of the schools of education, few if any Mexican-Americans are on the teaching faculties, and considering the high dropout rate of elementary and secondary students, it is little wonder that there are so few Mexican-Americans in colleges and universities. Recent studies point out that only 2 per cent of the California State College population is Mexican-American, and of these, less than half of 1 per cent goes on to graduate. For example, of the 12,000 students at San Jose State College in 1968, only 1,200 were Mexican-Americans. At UCLA, there were only 300 Chicano students in 1968 out of a student population of 25,000. In New Mexico, despite the fact that Mexican-Americans comprise almost half the state's population, less than 8 per cent of them attend the state universities and colleges.

In his testimony before the Senate Subcommittee on Executive Reorganization of the Government Operations Committee, Vicente T. Ximenes, a member of the Equal Employment Opportunity Commission and former chairman of the Interagency for Mexican-American Affairs, pointed out that Mexican-Americans in the Southwest are "historically and deliberately" denied the benefits of higher education. Out of a total enrollment of 83,053 in five Southwestern colleges for 1968-

(*Continued on page 80*)

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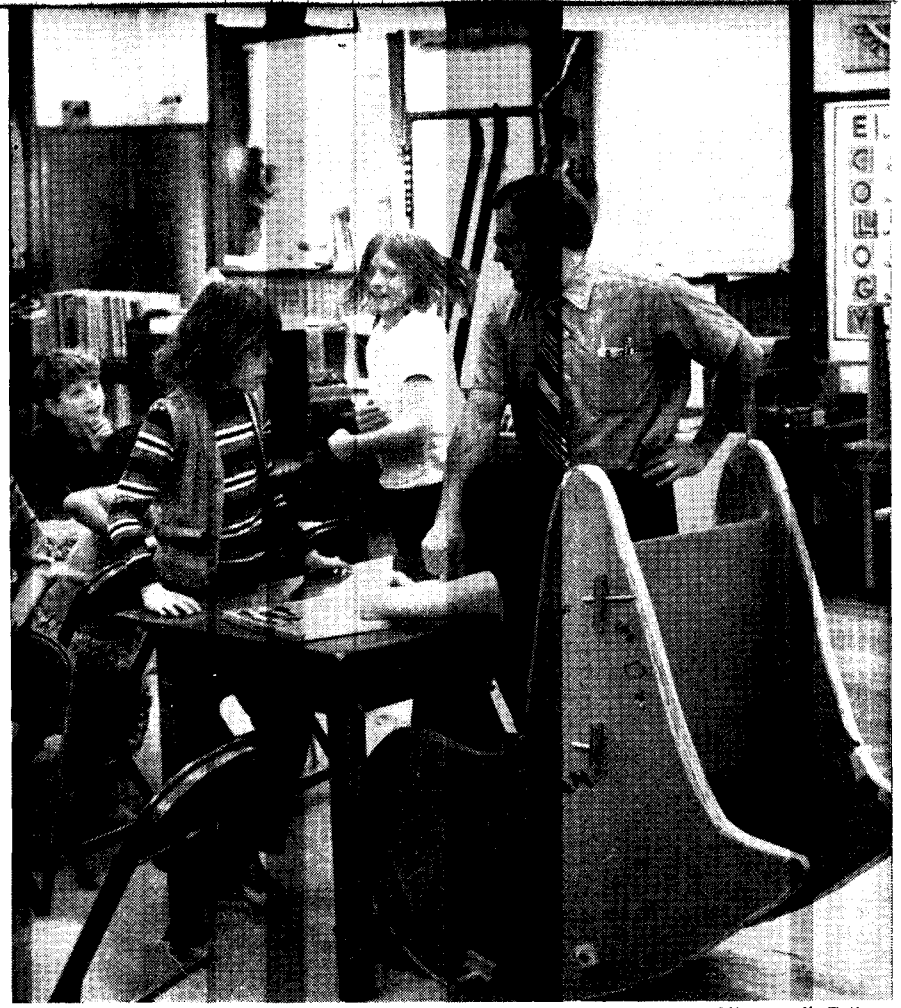
Promise Of Change In North Dakota

by HENRY S. RESNIK



—*Minneapolis Tribune*

The typical elementary New School classroom reflects an underlying commitment to individual learning, informality, and diversity.

Within the last year, word has been spreading that extensive changes are under way in the school system of North Dakota. In the summer of 1968, the University of North Dakota, in Grand Forks, set up a unique school for teacher training, the New School for Behavioral Studies in Education, and, according to many reports, this school has been a lever for reform in elementary education throughout the state. The heart of the New School program is individualized and informal instruction; teaching by example, the New School itself is so loosely structured that it almost resembles a "free university."

So far, the most influential support for the New School has come from Charles Silberman, who cited North Dakota in his best-selling *Crisis in the Classroom* as ample evidence that reforms similar to those of the British infant schools can happen here too. "The program ... appears to be remarkably successful," Silberman wrote, "and the impact on the teachers is quite evidently profound." The New School, according to Silberman, is "easily the most exciting teacher education program in the United States."

The intoxicating news has spread quickly. Visitors have been flocking to North Dakota from all over the country to see the changes for themselves, and one often finds undergraduates in the New School who first heard about it through articles in *The Atlantic*, which excerpted Silberman's book in three installments, in the *Reader's Digest*, where Silberman's wife published a highly favorable critique, or in *The New York Times*, *The Wall Street Journal*, and other newspapers and periodicals. Predictably, a national television network has just completed a special on the North Dakota schools.

The New School's reputation is not entirely undeserved. On the basis of a five-day visit, observation of some twenty-two classrooms in five cities or towns, and conversations with scores of people who had visited most of the twenty-nine school districts presently cooperating with the New School, one can safely say that important changes are indeed beginning to take place in the North Dakota schools, and that, assuming the principle of the "open classroom" or "integrated day" to be valid, the New School is very much a step in the right direction. Unfortunately, however, the inordinate amount of publicity has tended to distort what is actually happening.

Contrary to the impression fostered by the Silberman book and the mass media generally, the New School is still in the throes of a long and difficult process of change, the outcome of which is by no means certain. Moreover, anyone who goes to North Dakota expecting to find a fully developed model of change for schools throughout the nation is bound to be disappointed. Rarely are the actual changes in the schools as radical or as extensive as the impression of them conveyed by the media.

These observations are not intended as a negation of what the New School has been working toward in the last two-and-a-half years. They are merely meant as a corrective and a warning. Although the North Dakota story has been overinflated, it warrants a serious, realistic appraisal, for no other state—no other large school system, in fact—has yet undertaken a program for change with so much potential.

One may well ask why, in the first place, widespread educational change is occurring in North Dakota, a generally conservative state despite its government-owned bank and grain elevator and its defeat in the last election of a Nixon Senatorial candidate. The answer is that North Dakota could not have become a potential leader if it had not been for many years in last place. As late as 1967, 59 per cent of the state's elementary teachers had not completed a college degree, ranking the state fiftieth in the country, and educational opportunities on the elementary level were similarly poor—in 1966, only 22 per cent of the five-year-olds in the state were enrolled in kindergarten. These facts and others equally damning came forth in a statewide study of education initiated by the North Dakota legislature in 1965 and completed in 1967, in response to rising demands for funds from the 529 autonomous school districts. Among the report's recommendations were the creation of a new school for training the "less-than-degree" teachers and, equally controversial, a complete re-

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organization of the local districts that implied doing away with a large number of small districts or one-room "country" schools.

The statewide study did not preclude sending the less-than-degree teachers to the University of North Dakota's rather conventional College of Education for further training, but Karl T. Hereford, a senior consultant on the research and planning staff, happened to read Joseph Featherstone's series of articles in *The New Republic* describing the success of the British infant schools and decided that the informal classroom structure would be well suited to North Dakota's needs. Thus, the report recommended that the university "create an autonomous new school of behavioral science . . . to develop and conduct the experimental program." Even so, the school might not have become what it is today without the leadership of its dean, Vito Perrone.

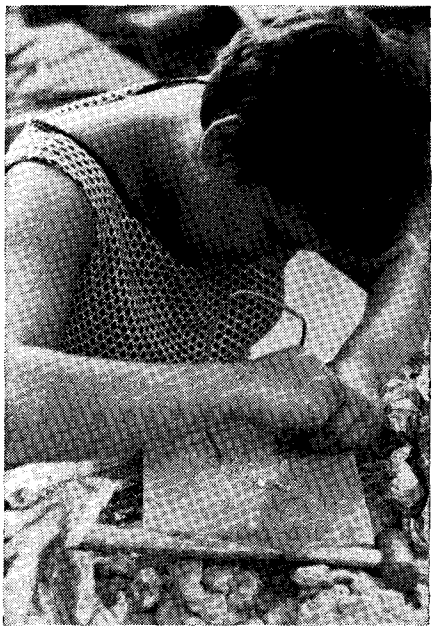
At first glance, Perrone, who until 1968 had spent most of his thirty-eight years in his native Michigan, does not appear to be an ardent reformer. But Perrone's impassive, rectangular face, conservative dress, and understated manner belie a capacity for adventure, for he has given a sympathetic ear to the New School's most fiery constituents. Around the New School he is generally known as Vito, and even his office is hardly typical of what one might expect from a dean of education: The principal decoration is a gaily painted electric washing machine of ancient vintage, a gift from students.

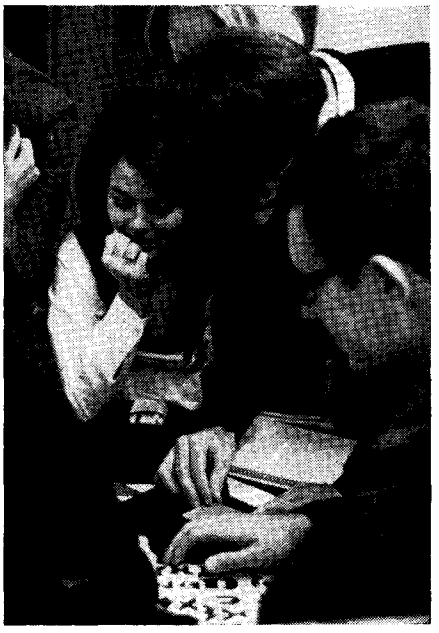
Perrone is primarily responsible not only for much of what the New School has become but, more importantly, for the intricate process of the school's evolution within the state system. So subtle are the various interrelationships of the New School and the university, the state legislature, the federal government (the New School receives 40 per cent of its funding from the Office of Education's Educational Professional Development Assistance program), and the local school districts that Perrone emerges on acquaintance, perhaps inevitably, as somewhat mysterious and enigmatic. Although he does not appear to have sought the limelight, there can be no question that his political astuteness has guided the New School through some of its more difficult growing pains.

Perrone's philosophy of education negates his being a "directive" leader, for the concept of diversity is central to what he believes education should be. "I've personally worked very hard to keep the school out of the realm of ideology," he comments. "I don't mind confronting real questions; I don't mind being involved in serious controversy. But I don't want to do it in a doctrinaire fashion. Once you deal at the doctrinaire level, you end up having to deal too much in black and white terms for me. I think that limits the alternatives."

Reflecting this philosophy, the New School is a fluid institution in a constant state of evolution and growth, and Perrone's principal role as administrator seems to be ensuring that such growth will continue. Undergraduates, who normally enter the New School as juniors, have more freedom to study what interests them than they would in any other division of the university. They are required to register for four areas of study, but this is often a mere formality; the basic structural element of the curriculum is the relationship of the individual student with his or her faculty adviser, and although most students take courses offered by the New School's thirty-odd staff members, each is free to devise his or her own program. Some spend a great deal of their time in schools throughout the state; others read intensively. One senior spent a semester teaching in an infant school in England. Conceivably, a student could do nothing but take courses, but in Perrone's view this would be missing the point. The premise of the New School's program is that if children are to initiate their own learning—to learn, in currently fashionable parlance, *how* to learn—the process must start with the people who teach them.

The typical New School elementary classroom reflects an underlying commitment to individual learning, informality, and diversity. Almost as important, but more variable, is a belief in the importance of spontaneity, self-motivation, creativity, and play. Most New School classrooms have interest centers like those of the British infant schools that feature such diverse attractions as math games and balances, materials for painting and drawing, a wide range of materials for





—*New School of Behavioral Studies in Education*

The premise of the New School is that if children are to initiate their own learning, the process must start with the people who teach them.

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language arts, and live plants and animals for science and biology. Many have an informal, carpeted reading or quiet corner. New School teachers often teach language arts by using the "language experience" method—writing up a daily "newspaper" dictated by the children, for example, or creating booklets from stories the children tell about things that happen in their own lives. One is likely to find in a New School classroom more displays of children's art work, more color, more games, more movement, and, most important, more liveliness and enthusiasm than one finds in a traditional classroom.

A great deal of the inspiration for this kind of classroom has clearly been provided by the faculty in Grand Forks. Students learn about experiential writing in Clara Pederson's "Modes of Communication" course, for example. Len Marks, who once worked as a consultant to the Education Development Center, presides over an adult science room at the New School filled with cuisenaire rods and math games, ESS science materials, constructions of cardboard triwall, and a host of other materials that New School students discover for themselves and later use in their work with children. Courses such as "Imagination," taught by Robert King, a writer and poet, offer direct experience in the process of opening oneself to spontaneous creativity.

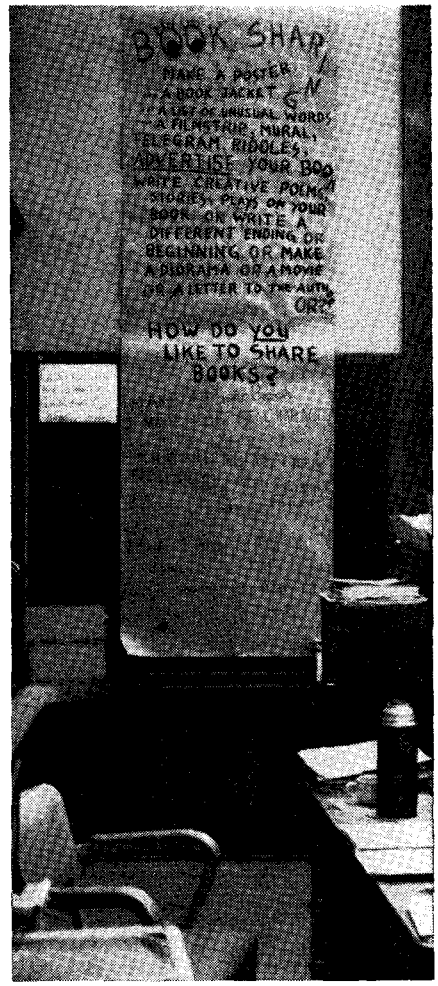
The New School is governed, moreover, by a Committee of the Whole—in effect, the entire faculty and the student body of approximately 150 undergraduates and seven doctoral candidates. (Other students—eighty-five interns working toward a master's degree and sixty Indian men and women involved in a special EPDA-funded program that takes place on their reservations—work mainly in the field.) As in so many institutions that encourage participatory democracy, what often happens is that Perrone and his assistants are compelled to make decisions without consulting anyone, but a forum is always available to challenge or discuss New School policy. In accord with its many other innovations, the New School has also done away with grades; a student's adviser confers one of three ratings: "credit received," "credit deferred," or "credit withdrawn."

One of the New School's most interesting structural components, the teacher exchange program, is the direct result of its original purpose; because the school was set up as a training center for less-than-degree teachers, a large percentage of the student body consists of experienced teachers, mostly women, who have, in effect, come back to school. With fellowships paid for by their home school districts (the principal source of the New School's funding), a majority of the experienced teachers spend two years in Grand Forks as students, and many either move there, uprooting their husbands and children too, or commute long distances on weekends. The other half of the exchange program sends New School interns—younger teachers with little or no experience, as well as experienced teachers working toward a master's degree—to the supporting school districts for the duration of the less-than-degree teachers' time at the New School. The result is a fascinating heterogeneity of ages (from eighteen to sixty) and values rare in an American community of any kind in this era of widening gaps. So far, the New School's exchange program has contributed to lowering the original 59 per cent of less-than-degree teachers in the state to 38 per cent, and by 1975 it will have eliminated less-than-degree teachers altogether.

The exchange program has caused significant changes in the way many experienced teachers think about teaching, and wherever one encounters older teachers who have been through the program, one hears virtually unanimous praise. "I knew that there was something I needed quite badly," says one experienced teacher who is now an undergraduate in Grand Forks. "I needed the courage to take chances, to rock the boat. Before the New School, I felt tied down, and I was ready to quit." The best thing about the New School, comments another experienced teacher, is the atmosphere: "Nobody ever puts you down. You let down all your inhibitions."

David Kahl, who teaches fifth grade at the Madison School in Fargo, one of several schools in the state with a faculty made up entirely of New School teachers, finds that the major change resulting from his work on a master's degree is that he is now "a facilitator of learning—I used to be a talker." Several years ago Mrs. Sharon Melancon, who also teaches at Madison, read *An Experiment in Education*, a book by British educator Sybil Marshall that describes a thematic approach to elementary teaching, but not until she explored the concept in her master's program at the New School did she feel free to try it in her own classroom. Two years ago, Mrs. Melancon recalls, she felt tied to the curriculum—"If you teach the third-grade curriculum year after year, you go dead"—but now she is using the thematic approach extensively.

Parents and children are similarly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TELEGRAM RIDDLES
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WRITE CREATIVE POEMS
STORIES ABOUT YOUR BOOK OR WRITE A DIFFERENT ENDING OR BEGINNING OR MAKE A DIORAMA OR A MOVIE OR A LETTER TO THE AUTH OR?
HOW DO YOU LIKE TO SHARE BOOKS?

—Minneapolis Tribune

Despite the new informal style, the teacher still decides what students should learn.

happy with the new methods. Parents from all over the state report that for the first time in their children's lives they're eager in the morning to go to school. One enthusiastic Bismarck mother proudly announced at a recent meeting of New School parents that her daughter was late coming home from school one day because she had stopped at a construction project in the neighborhood and filled her school bag with scrap materials for an architecture project that grew out of a thematic unit.

There can be no question, in short, that the New School is having an impact on elementary education throughout North Dakota. So far seventy of the state's 650 elementary schools have been affected, and some 235 teachers have returned to the classroom imbued with not only the New School's philosophy but innumerable methods and ideas they might never have learned about were it not for their experience in Grand Forks.

There are, however, many obstacles to profound and lasting change that rarely emerge in the glow of favorable

(*Continued on page* 79)

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Schools Make News

Numbers Game Southern-Style

WHILE CABINET-LEVEL officials, conferring in Atlanta early last month with representatives from Southern school districts, declared that enforcement of desegregation in the South was no longer a problem and congratulated themselves on a job well done, reports from other sources outlined serious difficulties still to be overcome. The Southern Regional Council termed the administration's reporting of desegregation progress by districts "a deceptive game of numbers" that obscured widespread segregation of schools and classes within the reputedly desegregated districts. The National Education Association (NEA) presented statistics in a court brief showing that many black educators had been put out of their jobs. And the General Accounting Office—the chief investigative arm of Congress—accused the administration of misusing special funds designed to facilitate integration.

The GAO report corroborated findings released last November by six private civil rights groups. It cited examples of ineligible school districts receiving federal desegregation grants and criticized the administration for distributing funds "without the slightest regard for their program content or the merits of proposals."

Jackson, Mississippi, for example, received the first grant awarded, $1.3-million, four days before its application was even filed. Memphis, Tennessee, was given $15,000 to buy a truck, hire personnel, and purchase wild animals to operate a mobile zoo. GAO said that twenty-five of the twenty-eight Southern applications to the Atlanta Regional Office failed to contain adequate explanations of how the funds would be used to ease desegregation. It also found instances where the Department of Health, Education and Welfare in awarding grants had disregarded the known transfer of public property to "segregation academies."

Senator Walter F. Mondale (D.-Minn.), who had commissioned the report last November, termed it evidence of "a wholesale, tragic, and callous disregard of the needs of children in desegregating school systems." For a year, Senator Mondale and the administration have been at odds over how the $1.5-billion package to aid desegregation should be used: Mondale, who introduced his own bill in the Senate, wanted strict earmarking of the federal funds, while the administration favored few federal restrictions. Two days after release of the GAO report, the administration agreed to compromise with the liberal Senate Democrats and to attach more strings to the money.

Both the NEA and the Southern Regional Council charged that stiffer enforcement is needed to halt the widespread dismissals of black principals, teachers, and other administrators and staff. The council's report—"The South and Her Children: School Desegregation 1970-71" (Southern Regional Council, 5 Forsyth Street, Atlanta, Georgia)—criticized the government's desegregation figures as misleading because they ignored the segregation within supposedly desegregated schools, the violence and intimidation of black students and parents, and the flight of whites to private "segregation academies," many of which maintain a tax-exempt status. Moreover, by withholding actual data, the government reinforced the fear that extensive segregation would be condoned as a permanent condition of the South.

Not until last January did the administration release figures on the actual extent of integration: 38.1 per cent of black students are in predominantly white schools, 43.5 per cent are in integrated but predominantly black schools, and 18.4 per cent attend all-black schools. The report did offer qualified praise for this achievement. "For the first time, desegregation is the rule rather than the exception for the children of the South." But, said the report, "this is a far cry from the final dismantling of the dual system." Progress so far has been less successful than the federal government claims, but "more successful than policies of that government gave it any right to be," declared the council.

Much of the progress that has been achieved, the report said, is due to "a sort of grass-roots expression" among Southern young people of both races. "While their parents continue to fight the battles of racism, integration, and separatism, many young people, black and white, appear to have come to terms with integration," the report said. In Beaufort, South Carolina, for example, many youngsters find the rhetoric of racism "an antiquated and tedious refrain," and are now concerned with developing a school system that will give them the "quality education" the times demand.

—*Wide World*

In a Mississippi junior high school, a black girl sits alone in a study session. Federal figures obscure this kind of in-school segregation in officially desegregated districts.

Out of Pocket in Academe

CONTROVERSY OVER how federal funds should be used to help the nation's colleges and universities grew last month as Congress sought to replace the basic higher education legislation due to expire this June. The Nixon administration concentrated on aid to individual students, while college administrators and members of the House and Senate stressed some form of general-purpose institutional aid.

In House and Senate committees, Health, Education and Welfare Secretary Elliot Richardson rejected across-the-board aid, declaring colleges and universities to be among "the most inefficent institutions in the country" and arguing that direct federal funding would "perpetuate the status quo." Instead, Richardson defended the administration's proposals for increased student aid and for a National Foundation for Higher Education to encourage academic reforms and innovations.

The administration bill, submitted to Congress in late February, gives top

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priority to lower-income students, offering federally subsidized loans at 3 per cent interest to students from families with incomes under $10,000. Students from families earning more—unless they had several children or unusual medical expenses—would be eligible only for federally guaranteed, unsubsidized loans and would have to pay the going market interest rate.

In a separate bill, Nixon proposed creation of a National Foundation for Higher Education within the Department of Health, Education and Welfare, to be funded initially at $100-million. The foundation would make an overall review of higher education, do long-range planning, and develop "innovative means of providing college access to individuals of all ages and circumstances."

Bipartisan critics in both the Senate and House argue, however, that the administration proposals abandon the middle-class student to high-interest, long-term bank loans by phasing out the highly successful NDEA (National Defense Education Act) student loans now available at low interest rates to families earning under $15,000. They argue further that money for the National Foundation for Higher Education, aimed at future reform, fails to take into account the immediate financial crisis confronting hundreds of the country's universities.

Numerous alternative plans now lie before Congress. In the House, both Edith Green (D.-Ore.) and Albert H. Quie (R.-Minn.) have introduced bills providing general-purpose federal grants to both public and private colleges. In the Senate, Claiborne Pell (D.-R.I.) has introduced a bill providing grants of up to $1,200 for low- and middle-income students "as a matter of right and on the basis of need," coupled with cost-of-education grants to respective universities, amounting to $1,000 minus tuition. Jacob K. Javits (R.-N.Y.) introduced a bill to help states expand their student-aid programs, and Walter F. Mondale (D.-Minn.) launched a bill to provide direct federal grants to low- and middle-income students.

Meanwhile, college presidents themselves are trying to figure ways out of the squeeze. Last month fifty-seven presidents, mostly from small private and state colleges, met for five days at Arden House, Columbia University's conference center, and agreed that their institutions can no longer be managed in the haphazard ways of the past. Many felt they should concentrate their resources on their strongest programs and stop offering a wide array of courses that make them only "pale carbon copies of Harvard."

Last month, too, Duke University announced a deferred-tuition plan, similar to Yale's, announced in February, in which a student can pay for college by returning a percentage of his annual income over a thirty-year period. And in late March, Ohio's Governor John J. Gilligan introduced legislation to create a massive deferred-tuition plan for virtually all the 182,000 students in the state's four-year public colleges. The plan immediately met resistance in the legislature and among public education officials who feared it represented the beginning of the end for public higher education.

Hard Times 1971

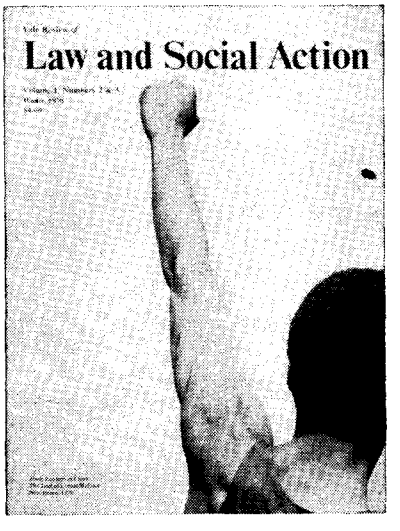
THE TRADITIONAL Harvard Business School "junket" to Los Angeles, Chicago, and other cities for second-year students to interview firms, all expenses paid, has been sharply curtailed this spring. Companies are no longer offering blind travel interviews. Instead, they are approaching the expensive Harvard M.B.A. graduate cautiously, telling him, upon receipt of a résumé, to send more information or, if he happens to be in the area, to drop in. "At hallowed Harvard, it's an incredible shock," said a business school student last month. "For the first time, students are taking jobs they would never have considered two years ago, and they're prostrating themselves in interviews, adjusting their résumés to try anything."

Because of the sluggish economy, the problems at Harvard Business School are symptomatic of the generally lean job market, the worst since the mid-Thirties, for the class of 1971, according to Northwestern's career placement director. At Michigan State University, interviews were down 23 per cent from last year. Stanford University has had forty-seven firms cancel. And Howard University, one of the top black colleges, reports a decline of 25 per cent in recruiter visits. The Howard placement director estimates that, nationwide, some 60 per cent of the total 1971 graduating class will still be looking for jobs in September.

The outlook is bleak, but not hopeless. Most officers agree that the students will find jobs, just not necessarily the ones they want, for the money they want. Some see it as a "chastening" student experience.

Notes

- Two Catholic colleges plan to go coeducational soon: Holy Cross, an all-male, Jesuit college in Worcester, Massachusetts, will admit women in September 1972; and Notre Dame, in South Bend, Indiana, is studying plans to merge with St. Mary's College, a neighboring women's school.
- Washington, D.C., launched the nation's third "school without walls" last month, planning to draw upon the city's government offices, museums, and universities to teach high school students. It is a smaller version of Philadelphia's Parkway Program, started in 1969, and Chicago's Metro High School, begun in February 1970.
- Top officials from Johns Hopkins Medical Institutions told Congress last month that a majority of the nation's 103 medical schools are in "critical financial condition" and that theirs is "broke." To meet operating expenses, Johns Hopkins has already borrowed to the limit and is now spending $5-million of its dwindling endowment funds. The officials testified that sixty-one medical schools had applied for financial grants from the National Institute of Health in fiscal 1970, receiving $23-million, but that this year their money problems were even worse; so far in fiscal 1971 thirty-six schools have requested emergency aid.



Yale Review of Law and Social Action is a new quarterly published by a volunteer group of twenty-five Yale law students, with a sophisticated design and layout contributed by a volunteer graphic arts student. The articles examine legal issues as strategies for social change, and topics range from exclusionary suburban zoning to juvenile justice. A special section of the second issue, Winter 1970, published last month, is devoted to analysis of the New Haven trial of Black Panther Lonnie McLucas. The *Review* started with a $3,500 grant from the Law School and is now financed entirely by subscriptions. (Cost for one year is $8, from Yale Law School, Box 87, New Haven, Connecticut 06520.)

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The Editor's Bookshelf

Paul Woodring

A Time of Arrogance

ALTHOUGH SOCIAL PROBLEMS are not often solved by an assignment of blame, commentators on campus disorders rarely fail to point the accusing finger at one group or another. Student editors blame "the system" but focus their attacks on representatives of "the Establishment," which usually means whoever happens at the moment to be president of the college or of the United States. Spokesmen for the Silent Majority, while highly critical of militant students, also blame radical professors for encouraging violence and timid administrators for tolerating it. Writers of a more liberal persuasion interpret campus unrest as a symptom of evils in the nation or the world. They are quick to criticize administrators who take the steps necessary to keep the colleges open but are reluctant to blame students, even for violent behavior, so long as their announced goal is the achievement of a better world.

Lewis B. Mayhew, a Stanford professor of education, does not share the romanticist's view that young people are above criticism because of the purity of their motives. In *Arrogance on the Campus* (Jossey-Bass, 175 pp., $7.50) he distributes the blame more or less equally among students, faculty members, administrators, and boards of trustees. And he says that the outstanding character defect in all these groups is arrogance.

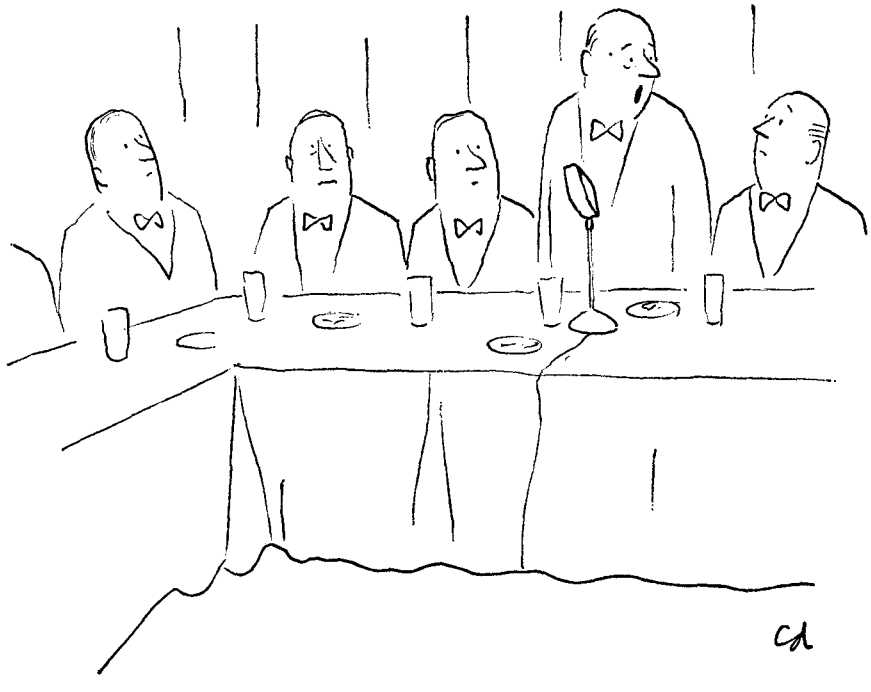
Students are arrogant when they reject rationality and "embrace the mystical folk ideal of pure feeling and emotion." They are arrogant when they demand the right to run the university, because they do not have the time, experience, or talents for such an enormously complex task. And the militant minority is particularly arrogant when it insists on imposing its will on others, using force or threats of force to achieve its ends, as it does when it denies other students the right to be interviewed by a legitimate enterprise, "whether it be the CIA, Dow Chemical Company, or the Marine Corps."

The academic revolution of recent years, by shifting the center of power to the faculty, has made it more difficult for either administrators or boards to display their arrogance. In the past, however, "Presidents have acted capriciously in matters affecting students and faculty. Boards have sought to oust faculty members on the basis of rumor and have tried to impose the business model on a university structure. And administrators have tended to be overly secretive, believing that they alone possess discretion."

Faculty members get more attention from Mayhew than either students or administrators. The academic revolution that reduced the power of administrators "has given professors exalted ideas of their own importance." Professors are arrogant, Mayhew says, in placing their own professional advancement ahead of their responsibility for educating students. Faculty members are also guilty of "the arrogance of intellectual preciousness," such as is reflected in the classics professor who simply cannot countenance offering the classics in translation, the sociologist who tells an aspiring social worker that sociology is concerned not with people but with theory, or the psychologist who responds to a student who asks for help in understanding himself by telling him to read experimental studies that are "statistically significant but of vast unimportance." Mayhew also contends that it is arrogant for professors to believe that they can govern the university in addition to performing satisfactorily their other duties.

"The most needed reform," he says, "is a return of legitimate power to the central administration. . . .Presidents need the freedom to act, within established policies, in the face of emergency, without fear that they will be subsequently repudiated by their faculties." Though he wants it understood that he is not recommending a return to autocratic administrators, he contends that the president must have the power to allocate and control financial resources and to appoint other administrators, including department heads. He also urges a retrenchment in graduate education and more attention to undergraduates, even in the major universities.

This is an angry book, written by an informed academic man who is deeply disturbed by the campus upsets of recent years. But, though he makes a strong case for this thesis, "arrogance" is at best a descriptive term rather than a diagnosis. Merely telling people that they are arrogant is not likely to alter either their attitude or the behavior that results from it. Student readers may agree that administrators and professors are sometimes arrogant but will find it easy to rationalize their own attitudes. Professors may agree with Mayhew's judgment of students and administrators while ignoring or rejecting the criticism directed against themselves. Administrators may contend that their own arrogant behavior is merely a legitimate effort to regain the power that Mayhew says they must have if the university is to operate effectively. Hopefully, however, some readers in each group may gain fresh insight into their own attitudes.



"Say, just why are we gathered here?"

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The Daily Enduring

Gloria Channon—"Everywoman of the nation's elementary school classrooms."

HOMEWORK: REQUIRED READING FOR TEACHERS AND PARENTS

by Gloria Channon

Outerbridge & Dienstfrey, 128 pp., $5.95

Reviewed by Miriam Wasserman

■ The author of *Homework* is a woman for whom classroom teaching is a vocation. Moreover, she is in many respects the Everywoman of the nation's elementary school classrooms—recognizing, of course, her more than ordinary gifts as a woman, a teacher, and a writer.

The "smart" daughter of struggling parents (in her case, Italian immigrants), she decided when a housewife with young children to fill her "idle hours" by taking courses in education. ("There are a lot of good qualities in masochists," she writes in another connection. "They can work like drones.") After ten years as a conventional teacher in a tight middle-class school, she escaped to an experimental school in East Harlem. There she undertook to run her fifth-grade class as an "open classroom" along the lines of the new British infant schools. She kept a log during the one year that she did this, and *Homework* is a description of some of her social, spiritual, and what educators call cognitive trials.

Loosely structured and bemused as the book is, I nevertheless recommend it strongly to other would-be free teachers. Again and again I have seen the sweet libertarian impulses of young teachers soured to guilt, then anger, and then guilt again at the anger, by their inability to create instantaneously in their own classrooms the beautiful freedom that shines forth from between the covers of the books that inspire them. I think that what such teachers need, as much as a vision of the loving ideal, is an example of the daily enduring. And *Homework* is such a tale of trials, with no promised success.

For in that fifth-grade classroom in East Harlem, Gloria Channon and Julio and George and Diana and Belinda were all trying to find a way out of their passivity and fears and self-deception. In the struggle they fought, conned, and humiliated one another. But the adult among them knew—and I suppose the children did, too—that they were going to keep on struggling because the old way of repression, by eliminating struggle, eliminates hope. At the end of the year, Julio, one of the most failure-loving of the children, said, "Last year I used to say—I can't do it. Now I say—Well, I will try."

Mrs. Channon is no hero. Every teacher will be able to recognize herself in her moments of dislike, despair, disgust. Likewise, every teacher will be able to identify with the soaring elation at the great moments in the life of the classroom, such as the Easter party at which the formerly bickering, greedy children were suddenly civilized: ". . . they were as dainty and peaceful as any group of well-bred friendly adults. They *talked* to one another, they shared their food. . . . They had had no lessons in etiquette in the interim. . . . They had simply grown up a little bit. They had learned to accept and even like one another." Where the conventional classroom atomizes individuals and prohibits community, the struggle toward freedom of these twenty-two people was also a struggle toward community.

Most of all, other teachers with a vocation like Mrs. Channon's can learn from her that if adults are to help children learn and be free, they must themselves learn and become free. Again and again during the year, Gloria Channon found in herself the same fears of freedom that were preventing her children from learning.

She writes, ". . . not believing in what I wanted as a teacher most desperately to believe, I decided that we must inch our way to freedom. . . . When the children took me literally choosing to play or talk, I backed down. . . . Like colonials or slaves, they were not ready for freedom. . . . I did not dare experiment with real freedom of choice and action, although it was a long time before I could admit this to myself."

These are the conflicts of many would-be free teachers, and some who honestly confront them in time learn to overcome. That Mrs. Channon was still so deeply caught in them at the end of the year I think is to be ascribed largely to the short duration and the conditions of that particular struggle for freedom. The struggle was a matter of indifference, if not hostility, to her supervisors. And why not? For school administrators, too, are among the Americans who, fearing freedom, woo failure.

Mrs. Channon traces the passivity and the fears that are eating out the heart of our schools and our nation to the womanly masochism of second-generation schoolteacherism. "The profession of teaching," she writes, "seems to be one tailor-made for masochists. [Masochist teachers] tolerate the destruction of children because they do not know how to fight. In the end, oppressed by their burden of guilt, they rid themselves of it, in self-defense, by participating actively in the destruction of the children." (A more compassionate and, importantly, potentially more productive view of teacher cruelty than the terrible bitterness of some writers.)

Extending the perception to the larger society for which the school prepares the child, she writes, "more and more our public faces come to be the private faces of our masochistic women. We teach our sons that fighting is bad before we ever let them learn that they can fight to protect themselves, or that they are worthy of defending."

But masochism has a worthier manifestation than the ability to work like a drone, and that is the capacity to inflict and endure the wounds of harsh self-criticism. The way to freeing our children and our world is through transforming ourselves as well as our institutions. And Gloria Channon has given an account of her beginning self-liberation that should help some of the rest of us—men as well as women—to do the same. In this, *Homework* is a gem among the abundant commodities of educational change.

Miriam Wasserman is an educational consultant and author of the recent book The School Fix.

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UNDERSTANDING DRUG USE: AN ADULT'S GUIDE TO DRUGS AND THE YOUNG

by Peter Marin and Allan Y. Cohen

Harper & Row, 155 pp., $5.95

DRUGS AND YOUTH: MEDICAL, PSYCHIATRIC AND LEGAL FACTS

by Robert Coles, Joseph H. Brenner, and Dermot Meagher

Liveright, 258 pp., $4.95

Reviewed by John H. Gagnon

■ In the same manner that a burgeoning theocratic state requires a priestly class and a modern communist state its bureaucrats, the modern post-industrial society requires its new class of social explainers. After the death of religion and the collapse of the moral philosophies, societies invented a set of new scientific disciplines—anthropology for the tribes outside, sociology for the classes below, psychology for the bestiary within—whose social responsibility was to determine the "facts" and generate the explanations that would "make sense" of a rapidly changing world. Scientific explanations, objectively arrived at, were to become a form of social glue to replace a lost sense of community and simpler explanations of behavior based on distinctions between good and evil.

Unfortunately, as the complexity and density of social behavior has increased, so have the competing systems of behavioral explanation (what Kenneth Burke has so nicely called vocabularies of motive) so that the facts still arrive through screens of ideology. The layers of ambiguity increase as the facts become more numerous, the motivations of social actors more obscure, and the vested interests of the explainers more obvious.

It is, therefore, not surprising that a generation that needed a Dr. Spock to raise its infants should now approach the adolescence and young adulthood of those infants with considerable confusion. Growing up has taken on such an alien quality that we are taken as sightseers, guidebooks in hand, on a magical mystery tour into the land of the young, for they live among us as members of another tribe (explainer as anthropologist), or as members of another class or a minority group (explainer as sociologist), or as another form of consciousness (explainer as psychologist).

The two books at hand are part of the growing number of Baedekers for the interested adult (and the young person as well, one suspects) to the partially overlapping spheres of drugs and the young. This is a troubling world where the facts are controverted, the motivations of the young unclear even to themselves (one can see them reading these books to find out what they are supposed to feel), the desires of the authors mixed and ambivalent, and the adult tourists motivated by attitudes that range from the pornographic to the benevolent. The use of drugs on the part of the young engages the best and worst motives on the part of adults, for drug use challenges many of those values that are a form of comfort in an unsure world. Since these children are our future, we wish them to care about us, to respect our ways of living, and, since we do not have the comfort of heaven, to hold our memories and works in some regard. Because they are children and we have seen some of the agonies of incorrect choices, we would protect them from what seems to be too great a risk for too little a reward. Finally, since most of us are relatively small people without great visions of the future, we would wish our children to turn out ultimately to be somewhat like us, but without as much difficulty or mess. These appear to be small goals, the goals of wishy-washy liberalism, but there are few who propose revolution using the bodies of their own children (though they might do so with the children of others).

In a sense both of these books are the books of non-fanatic liberals—deeply influenced both by an ideology that harks back to Blake and Wordsworth of children as truth-bearers and truth-tellers and by the denatured, revisionist, psychoanalytic theories of socialization that evolve primarily from Erik Erikson. They share a warm concern for the young; an ambivalent, if inevitable, sense about the growing influence of marijuana; a joint hostility to the opiates, the amphetamines, the barbiturates; and a concern for the way in which the adult component of the society can react cruelly to the young. But beyond this common core of shared values they are different books in very fundamental ways.

Perhaps the major distinction between them is the strategy with which they approach their two topics: drugs and youth. While both begin their titles with drugs as the first heading, the title of Marin and Cohen might well be YOUTH and drugs while Coles et al. is more properly DRUGS and youth. In this sense Marin and Cohen are the more ambitious guides; they advertise a full-scale tour through the land of youth in its widest sense and then deal with the phenomenon of drugs as a problematic subset of the youth scene. Coles et al. is more modest in its pretensions, offering a more homely and less grandiose walk-through.

As part of this moderation, Coles and his fellow authors begin by disclaiming "a neat, clearcut position" and report that they are not messianic supporters of the mind-freeing powers of drugs, nor are they moralistically opposed to their use. The world is complex, they say, and requires complex responses. In this style they begin by distinguishing between marijuana and narcotics and defining the terms of the discussion, and then in three chapters they provide a background on marijuana, acid, mescaline, speed, and heroin. There are chapters on marijuana (who takes and why); the youth scene; the impact of marijuana; the lower-class drug scene; and the role of the law and what to do if you are arrested. The closing chapter contains a useful compendium of the drug laws, state by state.

This listing of the book's chapter headings gives an accurate delineation of its character: a useful, generally accurate fact book about the risks, trials, and virtues of the use of dope by young people. It is, of course, a limited tour marked by differing perspectives (perhaps this is a consequence of having three authors) on the drug problem (even on marijuana). Further, it is a middle-class book, regardless of its limited commentaries on the lower-class and ghetto drug use. These marginalia scarcely recognize in any serious way the profound differences in meanings and consequences that exist when the use of drugs occurs in such extraordinarily different situations. Its introduction to the criminal law is a most useful section, and the best advice it provides is: When your child is arrested, get him the best criminal lawyer you can afford, because the most important thing is to avoid conviction and the next most important is to stay out of jail. This is a decent book, one that most parents can read without its doing them any harm. If the parents are very hip, it won't tell them very much; if they are not, they may learn as much as a hip adolescent. If, on the other hand, the whole family is generally unhip, it can be of some considerable help.

Marin and Cohen are more exotic in their tourism, and the backdrop for the tour is more properly the Douanier Rousseau. They are not messianic about drugs, but they are messianic about the young. Their book is full of organic metaphors, with the young growing like flowers only to be stunted by the evils of culture and society. The young are "gentle saboteurs," "apocalyptic primitives," the victims of the moral failures of adults. Facing this

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vision of millennial virtue ("a kind of soft religiosity"), adults can only stand aside and allow the future to happen. If you liked *The Greening of America*, you can't help but like Marin and Cohen. They write in the prose of facile polarities depicting the young as being pursued by the police, as the Indians were by the cowboys or the Czechoslovaks by the Soviet troops in Prague. They find a connection between obedience in the schools and the massacre of civilians in Vietnam. There is a pathological romanticism in their posture as they quote a litany of supporting intellectual forebears (e.g., Lawrence, Chinese sages, Jung, Miller, Mailer, Breslin, Goodman). Marin and Cohen are clearly expecting a children's crusade that will save Western society nearly in spite of what everyone over thirty can do.

But while they are radical on the question of the young (the young are like "centaurs"), they are quite conventional on the question of drugs. They are against the hard drugs but approving of the psychedelics, at least in principle, and especially with reference to marijuana. As a parental guide to drugs, the book has a tone of such casual optimism that a bust is portrayed as an opportunity for the parents to really get together with their child as they oppose society in the persons of cops. Unfortunately, the authors fail to note that lawyers and bail bonds and going to and from court and finding a psychiatrist so that the child can get probation on the grounds of mental illness cost a great deal of time, money, and ego. There are some parents who might feel that it is a pretty expensive way to get to know their child.

Their list of methods of treatment is uncritical, as is their suggestion of religious or other agencies that might help. While celebrating the young as the future, they are not very good guides of what to do if it all turns out to be a bad trip. At the close of the book is a non-book (an anthology of fragments) on various drugs that deals primarily with the lower-case portion of their title. A good deal of the end of the book is quoted from Helen Nowlis's excellent little book *Drugs and the College Student*, which is generally preferable to Marin and Cohen.

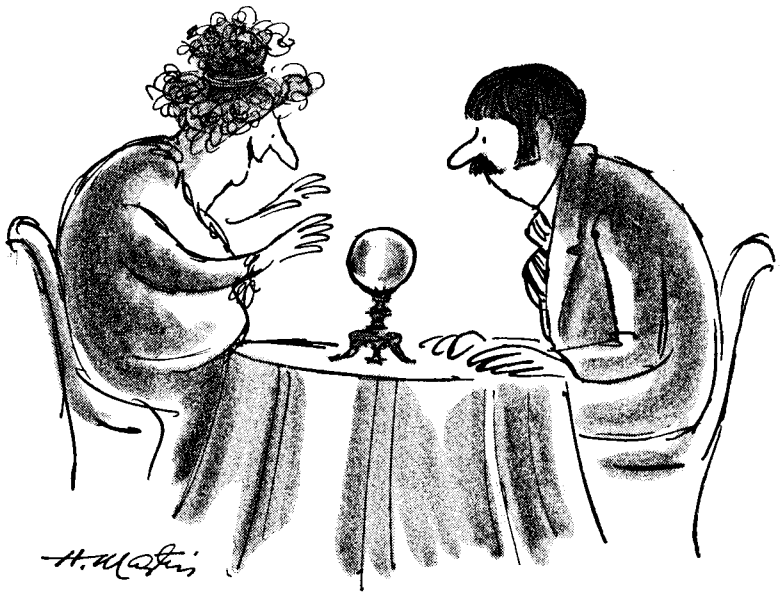
It is in this last section of Marin and Cohen that one hears for the only time of alcohol in either of the two books. It is, perhaps, this absence that characterizes one of the two great flaws of these two guides: They have left out the most difficult and dangerous of drugs, alcohol. Alcohol is dangerous precisely because it is the drug most common and easily available to large sections of the society. While it is the most conventionalized in use, it is also the most frequently abused in those situations when large numbers of youths get into trouble. These are in situations of sexual adventure and experimentation, in connection with automobiles, and in the tests of interpersonal strength among males—all situations in which one would prefer a bit more clearheadedness in the making of choices. Alcohol is more embedded in youth culture than any other drug and, further, is more likely to be used by larger numbers of young people. Both books appear to have been written by grown-up Holden Caulfields who have discovered the ghetto in its most romantic terms, but who have not noticed the Studs Lonigans and the Danny O'Neils of all classes and races.

The second basic weakness shared by the two books is their lack of anger, as well as of understanding, toward those who do think it might be worthwhile to kill someone in order to save his soul. In their desire not to be ideological, they forget that other men *are* ideological and are willing (one need only read the penalties for marijuana possession listed at the end of Coles et al.) to behave savagely to achieve what they conceive as their rightful ends. It is so easy to promote the bigotry of the middle, hoping to bridge gulfs, to bring people together when there may be no common ground. In their desire to be understanding they think that the world is composed of people who are as tolerant, gentle, and concerned as they are and who would abandon political advantage in order to humanize the world. The drug laws that are the primary prop, frame, and source of the drug situation in the United States are supported by men who defend them as morally right and as a major support of their own political advantage. Such men are concerned with power, office, and morality; they are the enemies of change toward a humane set of relations between the young and the old. In this sense, both generations are victims of books of this kind that treat the solution to the drug problem as if it were merely an increased level of understanding between individual parents and children.

The problem of drugs is deeply embedded in our attitudes toward pleasure and pain and what we believe are the just rewards of long lives of sacrifice. These values were the major originating reasons for the passage of the drug laws, and there are now men and organizations that have budgets, careers, life-styles, and moral postures committed to our current methods of handling the drug situation. Our strategies for managing drugs have been in large measure the reason that the young discovered them as a device for rebellion as well as pleasure, and, more importantly, are the primary source of the anguish experienced by those who have been addicted to hard drugs.

In a sense my response to both of these books is that they seem to be similar to a book for black parents telling them how to help their children manage the agonies of discrimination without ever discussing its causes or the fact that its sources are political and social as well as personal. If you require such a book, try Coles, Brenner, and Meagher.

John H. Gagnon is professor of sociology at the State University of New York, Stony Brook, Long Island.



"Oh, my goodness! I see you seated at your typewriter . . . and . . . and . . . you're writing another book. I see it becoming the nation's number one best seller. Why, it's a book about me and my uncanny ability to predict the future!"

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PRIVATE WEALTH AND PUBLIC EDUCATION

by John E. Coons, William H. Clune III, and Stephen D. Sugarman

Belknap Press of Harvard University Press, 544 pp., $12.50

Reviewed by Arthur E. Wise

■ There are those who believe that, at least within a given state, the quality of public education a child receives should not depend upon such happenstances as where he lives, what the wealth of his local community is, or what value his community places on education. They believe that education is so fundamental that no child should be denied equal educational opportunity. There are some who believe that the U.S. Supreme Court may hold the Constitution to require equal educational opportunity.

Private Wealth and Public Education is an addition to the growing literature questioning the constitutionality of state and local school finance legislation. Paradoxically, in public education private wealth is a primary determinant of educational quality. From school district to school district within nearly every state, there are substantial differences in educational expenditures per student. It is not uncommon to find some school districts spending three or four times as much as others. Of course, the high educational expenditures are to be found in the wealthy areas of the state and the low in the poor areas. Thus, those who are supposed by many to have greater educational needs receive poorer educational opportunities. And, it turns out, not only do the poor receive less but they pay more. Generally, poor school districts have higher tax rates than do rich school districts. Inequality of educational opportunity is the result of our state-provided system of public education.

Messrs. Coons, Clune, and Sugarman, academic and practicing lawyers, have provided an excellent exposition and analysis of public school finance. They have poignantly described how the present apparatus of school finance obviously—and not so obviously—works to the advantage of taxpayers and children in rich school districts.

In most states, the local school district is empowered to levy taxes on the local property-tax base. Usually, the local school district is free to raise as much in taxes as is politically feasible. Most states distribute some equalization aid to supplement local funds to a generally inadequate minimum. It turns out that poor school districts with higher tax rates and with state aid are unable to approach the offerings of rich school districts. The latter with lower tax rates are able to spend greater amounts on each student.

The authors perhaps may be forgiven for their impatience with the argument in the educational literature concerning whether the quality and quantity of educational resources is related to educational outcomes in children. (It would be difficult for a state to argue the contrary position.) Their definition of educational quality is the number of dollars available to spend per student. More complex definitions of educational quality or educational opportunity are not for them. Compensatory education may be permitted but not required.

The authors, at first glance, appear to be establishing a case for equal educational opportunity or at least equal educational expenditures. They propose a "no-wealth" principle of public school finance—"the quality of public education may not be a function of wealth other than the wealth of the state as a whole." They deem this principle so fundamental that they title it Proposition 1.

What would the no-wealth principle mean? It insists appropriately that educational quality not be made a product of local wealth differentials. However, it would continue to permit educational quality to vary from school district to school district. In fact, it would permit the very situation that exists today. Of course, the authors do not mean to continue the status quo. They would have the Supreme Court create the conditions wherein state legislatures could experiment with new systems, hopefully their own.

To get a clearer picture of the authors' objectives, one must examine their specific proposal for a "power-equalizing" system of public school finance. The total receipts of a state's education taxes would be equally available to all public school children, and ultimate responsibility for school finance would be placed with the state. School districts, through the taxing mechanism, would be free to choose various amounts of the state's wealth by deciding how steeply they are willing to tax themselves. The system would leave school districts—rich and poor alike—free to select levels of spending for education while giving each district equal power to do so. Thus, for example, a community that chose to tax itself at the rate of 1 per cent might have available $400 per student, irrespective of the wealth of that community. A community that chose to tax itself at the rate of 2 per cent might have available $800 per student, again irrespective of the wealth of that community. The state in this scheme commits itself to the specified level of expenditure per student regardless of what is raised by the local tax. The state gives aid in exactly the amount that local resources are insufficient to reach the specified expenditure.

What the system equalizes is the burden that a community must bear for any given level of educational spending. It most certainly does not equalize educational resources for all students in a state, much less provide equal educational opportunity. The quality of a child's education continues to be subjected to a vote of his neighbors. And, in a power-equalized state, what is to prevent the rich from valuing education more highly than the poor?

The authors have struggled hard to preserve what they term "subsidiarity" in educational decision-making.

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By this concept they mean to reserve at least two kinds of decisions to local school districts—how much money is to be spent and how that money is to be spent. The commitment to subsidiarity leads them down a tortuous path: on page 1, "this book is about equality of educational opportunity"; on page 203, "it seems permissible for a child to receive a better or worse offering in one district than in another." At the start, the authors seem to be concerned about equality of educational opportunity; along the way about equality of educational expenditures; further along the way about equality of educational tax burden; and, at the finish, about reserving to local voters the decision about how much money is to be spent on the education of their children. Ultimately, a hodgepodge not unlike the one we have today can be envisioned with perhaps some rich children and poor children gaining and others losing.

All of this is not to say that there should be a deadly uniformity in education. Subsidiarity with respect to decisions about educational personnel, school organization, and curriculum can be reserved to local school districts. What cannot be preserved, if there is to be an approach to equality of educational opportunity, is the right of local school districts to deny educational resources to children.

The authors really undertake two tasks in this book. The first is to propose the power-equalizing system of public school finance (and a variant, "family power-equalizing," akin to the voucher plan) and the second to propose a Constitutional rationale for the no-wealth principle. They are moved to involve the judiciary because of the practical unavailability of legislative relief.

As the noted Constitutional authority Philip B. Kurland said in 1968, the case for equal educational opportunity (and probably for the no-wealth principle) is an "easy" one. Coons, Clune, and Sugarman have opted for a complex legal argument. Their reluctance to employ the lawyer's equivalent of Occam's razor is probably explained by the conclusions they wish to reach. Their legal argument supports their preferences for nearly complete subsidiarity and for power-equalizing.

We are reminded that "the court must be assured that these are substantial elements of continuity in the new pattern of law," but told that "Proposition 1 is no logical extension of any existing doctrine." The hope for Proposition 1 lies apparently in the inner circle of equal protection—those Fourteenth Amendment decisions that directly concern the subject matter of

(*Continued on page* 82)

New Books

Innovation in Primary Education: A Study of Recent Developments in Primary Education in England and the U.S.A., *by G. W. Bassett (Wiley-Interscience, 209 pp., $7.50)*, will delight comparative educators used to quality in the observer-from-abroad tradition. In this richly documented, crisply organized book, Professor Bassett sifts through his primary and secondary data to arrive at a clear distinction between what is educationally alive these days on opposite sides of the Atlantic community. Some observations, such as the fact that in England "output" refers to child creativity, whereas in America it may better describe professorial journalizing, evince the author's quiet sense of caricature. Other passages, including analyses of the nature of educational objectives and factors influencing change, reveal a depth of perspective and a talent for clarity that could stand emulation by less articulate explorers on safari through jargon-jungles of their own creation. Really, a winner in its field.

Community Control of Schools, *edited by Henry M. Levin (Simon and Schuster, 316 pp., $2.95)*, stems from the 1968 Brookings Institution conference on community schools and educational opportunity. It brings together eleven participants' papers, arranged according to social foundations and objectives, decision-making, and organization and financing. Conclusions, however, vary considerably. Harold W. Pfautz, for instance, argues that, though black America's search for educational influence will be productive, essential power "does not reside in the neighborhood." Conversely, Rhody A. McCoy sketches factors influencing local activities in New York's Ocean Hill-Brownsville district in order to demonstrate his assertion that "community control means community growth." Additional offerings by Mario D. Fantini, Marilyn Gittell, and others make up an enlightening reader that accommodates widespread opinion by means of pivotal queries.

Black Images, *by Wilfred Cartey (Teachers College Press, 186 pp., $7.95)*, throbs with the anguish of negritude as expressed in Caribbean, Latin American, North American, and West African poetry. As a scholarly piece, we have here a regular tour de force. For despite its formal documentary apparatus, this elegant work really sings —lamenting past indignities, celebrating present mysteries, predicting future liberty. Through crisp translations from Spanish, Portuguese, and French, moreover, Cartey gives us not just arresting imagery but also a valuable source book of material never before brought together. As Lambros Comitas puts it in his introduction, this book constitutes "a sensitive word picture of black realities." As such, it calls for wide attention.

Of Singular Benefit: The Story of U.S. Catholic Education, *by Harold A. Buetow (Macmillan, 526 pp., $12.50)*, quite lives up to its billing as a mammoth task. It presents in profusely documented detail nearly five centuries of Catholic instruction in the New World. Exhaustive as to names, densely packed with historic particularities, it drives to the rather Churchillian conclusion that "so much was done with so little." The later sections stress the partnership aspects of Catholic vis-à-vis public education, recognizing en route analyses by Theodore Sizer, George La Noue, and Peter Schrag. Good reference.

Scene of the Battle: Group Behavior in Urban Classrooms, *by Joan I. Roberts (Doubleday, 441 pp., $8.95)*, results from systematic study of teacher-student interaction in inner-city classrooms. If the many recorded observations it contains are representative, the title is accurate. For what Professor Roberts shows time and again is a classroom power struggle with the teacher but one of many striving for earned leadership. Under headings such as leadership, apathy, irrelevance, sanctions, and establishment, the author indicates how individuals and groups survive in a manipulative and sometimes arbitrary bureaucracy, illustrating her interpretation with a wealth of detailed examples. Explanatory appendices, and a selected bibliography. Her conclusion, that continued deterioration will lead to further bureaucratic elaboration, is of vital importance to both lay and professional urbanites.

Parent Effectiveness Training: The "No-Lose" Program for Raising Responsible Children, *by Thomas Gordon (Peter H. Wyden, Inc., 338 pp., $6.95)*, fills a need, despite the widely optimistic title. Its basic premise doubtless is sound. Dr. Gordon reminds readers that the most responsible of all educators—parents—have least access to systematic training for the job. Admittedly, to the expert in such matters, much advice will appear old hat. But parent or not, recall your own first acquaintance with intractable childhood. Then turn to this volume. The point of departure is how to listen. Thereafter, dialogue, tables, book lists, even diagrams, elucidate such questions as talking, conflicts, power, fear,

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and society's multifarious surrogate parents. Common sense ne'er so well expressed.

The Rise of the Student Estate in Britain, *by Eric Ashby and Mary Anderson (Harvard University Press, 186 pp., $7),* hews, for the first five chapters at least, to its major theme—the influence of students on universities. Considering the student estate as a development from parliamentary acknowledgment that students possess "collective rights and responsibilities," the authors trace its emergence in Scottish and English universities of the nineteenth and twentieth centuries, with particular attention to the growth of representative councils and the foundation of the National Union of Students. Promoted as a "lively discussion of the present situation," chapter six reads as a right-wing digression aimed at containing student revolt. Interpreting the more violent confrontations as conspiracy-oriented, and ironically dismissing the amnesty concept as the whimpering of feeble revolutionaries, this last portion is nothing if not forthright. Something of a hackle-raising counterpoise to the *New Left Review.*

Above High School, *by M. M. Chambers (Interstate, 61 pp., $2.50),* lays out in three clear sections a rationale and a fiscal basis for extending public two-year colleges. Recognizing America's relentless urbanization, Chambers envisages local commuter establishments featuring liberal, technical, and adult educational wings. Cast in the mold of land-grant-college idealism, his appeal rings true to America's dream of more and more education—the imperfect panacea, to use Henry J. Perkinson's phrase. Yet here is a reasonable proposal argued with cogency and conviction, and convincingly documented. Good popular exposition.

Perspectives on Campus Tensions, *edited by David C. Nichols (American Council on Education, 219 pp., $3.50),* consists of neatly categorized papers written for the ACE's Special Committee on Campus Tensions. Part one outlines certain quantitative and qualitative changes overdue in modern American university theory. Parts two through five indicate implications of these changes for students, faculty, administration, and trustees respectively. There are thoughtful pieces here, varying in style and thrust from Kenneth E. Boulding's sobering statistics about current overcrowding to Peter Schrag's succinct appeal for "dis-Establishment." A rational contribution to the ever-growing literature of university protest. —JOHN CALAM.

Letters to the Education Editor

The Heart of Dixie

PETER SCHRAG'S "New Beat in the Heart of Dixie" [*SR,* Mar. 20] is by and large sympathetic to the small contingent of hopeful "new" idealists at Tuscaloosa, Alabama. But his focus is hazy.

With brief homage to a presumably lone, and admirable, law professor, Mr. Schrag seems to assume that virtually all of the "enlightenment" he encountered at the University of Alabama is a newborn thing; his pomposity in implying that Ed Still's bookstore is the single oasis to sell Hermann Hesse is almost laughable.

All over the South, small pockets of reasoning people have been making small (and sometimes large) blows for reason for a long time now. To imply that they never existed here before is unjust and inaccurate. Why not admit that it has been more *convenient* simply to label the entire South racist—even though obscuring the fact that racists can wear hard hats on New York girders, and humanitarians can teach lily-white classrooms of Alabama school children, attempting to let the children realize the dichotomy between their lives and justice.

MARY WRIGHT,
Atlanta, Ga.

HAVING ATTENDED the University of Alabama as an undergraduate and being a resident of Tuscaloosa, I was somewhat surprised by the title of Peter Schrag's article, "New Beat in the Heart of Dixie," because I know too well the situation described was not one of a "new beat." It was the same "old beat" of racism, complacency, epicureanism, football, and lack of educational stimulation, all played to the tune of "Dixie."

Although members of the administration and faculty are "conscious of limitations and pitfalls" of the curriculums and of the chronic state of the university, few have the incentive and initiative to demand that the state of Alabama provide more money and better educational facilities for what is the main state educational institution of higher learning.

WILLIE E. RICE,
Department of Sociology,
University of North Carolina,
Chapel Hill, N.C.

Day Care

I WAS DELIGHTED to see *SR* plunge into an examination of day care in America [*SR,* Feb. 20], and I must commend you for the capable job. The strength of your treatment is that it forces the reader to ask the crucial questions about day care: Should day care be available to all, or only to families evincing a "social pathology"? Should day care supplement parental education and care, or should its role extend beyond that?

All these questions, and more, lodge uneasily in the reader's mind after reading your study. There are no quick answers.

The large network of existing *family-care* units throughout the nation may yet prove to be the most workable and beneficial day-care system. (Family day-care units are those in which persons care for children of working mothers in their own homes, rather than in specially designed day-care centers.) With modest funding from government sources, and with appropriate government help in licensing, these centers may offer the public a more personalized and diverse system of day care than would be available from other proposed systems.

E. ROBERT LACROSS, JR.,
President,
Pacific Oaks College
Children's School,
Pasadena, Calif.

YOUR ISSUE on day care was not up to your usual standards. Day care is an institutional program that should be used very selectively as the last resort when all other resources fail. In terms of the emotional life of the children, as well as financially, we should make every effort to provide resources to parents (homemaker assistance, casework, therapy, health services, income maintenance, parent-child group experiences, etc.) in their own homes.

PAUL AZARY, JR.,
Old Tappan, N.J.

Accountability

JAMES CASS's editorial "Accountable to Whom? For What?" [*SR,* Mar. 20] deserves much praise. Warnings such as that given in the "punch line" of the editorial—not to be trapped into pressuring children to perform for accountability of effectiveness—have not been heeded by many in education.

In the best sense, accountability should be not so much a reflection of teacher effectiveness as an opportunity for a teacher to share some of the findings of a child's educational experimentation with parents and school professionals so as to help the child to plan further learning exploration.

ARTHUR LOMBARDO,
Kinnelon, N.J.

IN REFERENCE TO James Cass's editorial, I have far less faith than he in the ability of the teaching profession to "develop objective criteria of professional accountability." This situation is the classic one of asking an organization or entity seriously to regulate and improve itself. The automobile industry, the oil producers, the chemical industries, and many others have amply demonstrated the folly of believing in self-control. I have even less faith in the teachers, and particularly in the UFT.

CLIFTON CHADWICK,
Tallahassee, Fla.

LET NO READER overlook Mr. Cass's caution, "individual children are very different," and his warning that new pressures on children (and teachers) are about to arise.

MAX S. MARSHALL,
San Francisco, Calif.

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Change in North Dakota

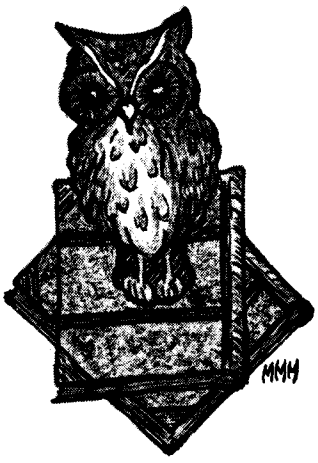
Continued from page 69

publicity. For example, although the heterogeneity of age groups at the New School allows for an unusual mix, older, more experienced teachers appear to be slower in adopting an informal classroom style, even when they approve of it in principle, than young undergraduates who have never taught before. Despite the fact that younger teachers can be as highly structured or rigid as older ones, the most casual, or open, classrooms nevertheless tended, during recent observations, to be those of young teachers with relatively little experience.

Classroom style is a trivial issue, however, when compared with the question of curriculum. Very few New School graduates, young or old, support the concept of individualized learning when it interferes with the traditional basics. While all New School teachers apparently try to encourage varying degrees of informality and most allow a period or two of free time during the day, the teacher generally continues to be the one who decides what his or her students will learn. Children in New School classrooms are often given assigned work or a choice of assignments in reading, writing, math, and social studies throughout the day, and then only after they have completed these assignments are they free to work in projects or interest centers of their own choosing.

Most American teachers will see nothing wrong with this; many would describe even a moderately informal New School classroom as too permissive. Reports from England indicate, however, that for most of the day children initiate all aspects of their learning and that adults merely suggest such activities as reading or writing.

More often than not, in fact, concern about basic skills—not just reading and writing but the bulk of the traditional curriculum—is a serious deterrent to the sort of individual initiative the New School espouses. As one of the younger undergraduates put it recently in a sardonic comment on what she considered the intellectual rigidity of many New School classrooms, "There's a big difference between individualized instruction and instruction of the individual." The Grand Forks public school system recently instituted a twelve-year math program, for example, now in wide use at the Washington School, a bastion of New School graduates and interns, that depends on learning "contracts" similar to the learning packets of various Individually Prescribed Instruction programs. This system has the obvious advantage of allowing a pupil to progress at his own speed, certainly an improvement on the stultifying group instruction of the traditional classroom. It is instruction directed by someone other than the learner, however, and in this respect it assumes an eminently traditional concept of education and learning. Only the method has changed.



The distinction between true open education and a merely informal, individualized version of traditional education has been largely overlooked, unfortunately, in most of the talk one hears about necessary innovations. The concept of informal education is beginning to be so widely accepted that interested teachers and students should be exceedingly wary of a vast and ultimately self-defeating cosmetic job. At times, members of the New School community verge dangerously on paying mere lip service to the now familiar trinity of "Humanization, Individualization, and Personalization."

In several instances when New School teachers have attempted the kind of change they have read about in books by Holt or by Kohl, the results have been tempestuous. One young woman encountered so much opposition from a top-level administrator in her school, for example, that her program was seriously hampered. The opposition ranged from such petty harassment as complaints about the neatness of her room to the administrator's refusal to let her continue a program whereby high school students came at various times during the day to tutor her second-graders.

A nearly classic example of the difficulties an open classroom can encounter in any American community, rural or urban, is the fifth-grade class of Tony Dumire, a twenty-four-year-old New School intern who teaches in Minto, a small town about thirty miles from Grand Forks. Dumire is convinced that "you won't find an open classroom in North Dakota. You can't have open classrooms in the public schools." Contrary to the impression many people have of a teacher in a free school or open classroom as a totally passive and permissive observer, Dumire believes that there is "nothing wrong with directing a child." He has been eager, however, to encourage his students to do what interests them, and of all the classrooms recently observed, his was closest to the kind that reports about the New School generally lead one to expect.

Students can be the most outspoken opponents of education, however, and many of Dumire's fifth-graders have balked at doing their own thing, complaining that they "don't want to be dumb in sixth grade." One group of girls even launched a "books" project that consisted mainly of work on geography, math, English, and spelling. It is quite common, in fact, for students in the more open New School classrooms to tell visitors that all they do is "run around" or "play" and that

Answer to Wit Twister, page 13: bread, bared, beard, Debar.

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they learn "nothing"—even if they are actively engaged in serious work in an atmosphere they obviously enjoy.

Dumire has had pressure, moreover, from parents who fear that their children will fall behind in basic skills. Even when parents admire his rapport with his students and readily admit that his classroom is an exciting and happy place that their children love to go to, they have reservations. "Sometimes I panic," says one of them, "and I think I'm really selling my kid down the river."

A few members of the New School community have recently become so skeptical about effecting real change within public school systems that they have begun to organize an independent free school in Grand Forks. Although Perrone has indicated that he will support this school, it reflects a conflict of values, and ultimately of political conviction, that the New School may never be able to reconcile, for the open classroom and free school movement is a reaction to the basic purpose of the public schools: socialization based on the conventions of a meritocracy. The open classroom movement, unlike most of what is happening in New School classrooms, challenges students to re-evaluate the usual concepts of success and maturity, not merely their concept of school; as such, it is a profoundly political phenomenon.

That the New School has so far managed to avoid a major political controversy is the result of a number of factors. Of course, the timing is right for educational change. But the New School has succeeded most where it has not pushed too hard, and it tries not to push too hard anywhere. The danger in this is that in the long run the New School will bring about only superficial change. On the other hand, Perrone believes that the New School is initiating an extensive process of change that will generate profound reforms on a wide scale. The University of North Dakota has set up a special committee to consider restructuring teacher education throughout the university, and this may ultimately broaden the New School's horizons significantly. "There are few institutions that are in a position to make such changes," says Perrone.

For the moment, at least, the New School has the advantage of a great deal of support on many levels: in the state government, in individual schools and communities, and in the university itself. Equally important, the school has enjoyed a good, nay rapturous, press. It's hardly a sure bet, but open education has as strong a chance in North Dakota as anywhere. If this is a revolution, however, it has only just begun, and it won't happen overnight.

Between Two Cultures

Continued from page 64

1969, only 600 Spanish-surnamed students were graduated in the spring of 1969. Mr. Ximenes identified the schools as UCLA, the University of Colorado at Boulder, the University of Texas at Austin, and the Universities of Arizona and New Mexico, pointing out that the total enrollment of Spanish-surnamed students in these institutions was only 3,370.

In California, the Chicano Movement advocates outright elimination of *all* entrance requirements for Mexican-Americans and the establishment of a Chicano studies program that is more pragmatically attuned to the needs of the Mexican-American community. One Chicano cites the lack of relevance on college campuses as a major cause for the very limited enrollment of Chicanos. Students from predominantly *barrio* and *colonia* backgrounds enter the almost exclusively middle-class, Anglo-American environment of colleges and universities to their own detriment and eventual alienation.

Like the blacks, more and more Mexican-Americans are beginning to reject the assimilationist concepts of American education. Most Mexican-Americans see the need for the bilingual-bicultural school as the most pressing issue in Mexican-American education, and one of the most challenging. According to Armando Rodriquez, chief of the Mexican-American Affairs Unit of the U.S. Office of Education, "the rise in cultural militancy among young Chicanos is directly related to the schools' appalling ignorance about the Mexican-American and his role in American democracy."

A first step toward correcting the situation was the Bilingual Education Act of 1968. Essentially, the act provides for the development of programs designed to meet the special educational needs of children of limited-English-speaking ability in schools having a high concentration of such children. The scope of the act includes pre-service training for teachers, teacher-aides, and counselors, and takes in early childhood education, adult education, reinstatement and retention programs for dropouts, and vocational training programs for people of limited English proficiency.

Essentially, bilingual-bicultural education aims to teach the non-English-speaking (or limited-English-speaking) child in his first language while introducing him to the target language (via foreign language instruction methods) in small, regulated doses at first, then in increasingly larger time units until

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the target language becomes the medium of instruction and the child's first language becomes simply a co-equal linguistic tool. As Armando Rodriquez pointed out, "We spend millions of dollars to encourage school children to learn a foreign language and at the same time frown upon Mexican-American children speaking Spanish in school. . . . Bilingualism must come to be accepted as a blessing—not a problem. It must be cultivated, not neglected."

The Bilingual Act also provides for teaching Mexican-Americans about the history and culture of their language. For example, Mexican-American children will learn about the history of Mexico and how it relates to their present situation as Mexican-Americans. American literature courses are to be revised to include the chronicles of the Spanish Southwest as part of the lit-

erary heritage of Mexican-Americans. In the primary grades, Dick-and-Jane-type readers are replaced by figures Mexican-American children can readily identify with and relate to.

Unfortunately, the practice differs from the goals, for bilingual-bicultural education exists at the moment only in a handful of programs throughout the country. Last year, EPDA (Education Professions Development Act) programs tapped teachers for training in bilingual-bicultural education, but the ratio of Mexican-American teachers selected has been meager. In such projects as Head Start, the thrust of the teaching is still on preparing the child for the English curriculum of the primary schools. And in those few schools hosting bilingual programs, more of the educational material relates to middle-class Anglo-America than to the realities of Mexican-American life. Instead of works in Spanish by and about Mexicans or Mexican-Americans, Anglo-American works in Spanish translation are used.

Moreover, many of the teachers who are tapped into EPDA and other bilingual training programs are barely conversant in Spanish. Many are simply piling on the band wagon. When they go back to their schools, they effect little or no change in their teaching styles despite their training. Even on the staffs of many EPDA institutes, one finds at best only token Mexican-American educators or workers. Of course, the directors of these institutes primarily are Anglos.

Consequently, the only viable alternative, many Mexican-American educators feel, lies in creating special programs, such as Mexican-American (Chicano) studies programs, which they can control and which provide for community input in their development. Such programs are being established in numerous public schools and colleges in California, Arizona, New Mexico, Colorado, and Texas, with more coming into being regularly as Chicano educators create distinct kinds of local, state, and national organizations for the improvement of Mexican-American education. The National Council for Chicano Studies and the National Council for Mexican-American Education are two such organizations that bring the collective efforts of Chicano educators to bear on the problem of Mexican-American education.

The improvement of Mexican-American education from kindergarten to college has become the watchword of MECHA (Movimiento Estudiantil Chicano de Aztlan), the national Chicano student organization, which has pricked the consciences of educational administrations with the strategies of "confrontactics." At the University of Texas at El Paso, MECHA has created a model program for Chicano education, which is reinforced by a Chicano activities component providing tutorial assistance and counseling for Chicano students who require such help. But the heart of the program lies in La Mesa Directiva, an advisory board to the president of the university, composed of a tripartite constituency: Chicano community, Chicano faculty, and Chicano students. Thus, the development of Chicano education comes from Chicanos themselves. The next step is to create such advisory boards in the public schools.

Mexican-American educators see the education of Mexican-American children as involving a coalition of a number of groups, but especially the community and the school. Mexican-American parents must be involved in the educational decisions affecting their children. The monocultural grip of school boards must yield to the new enlightenment; more Mexican-Americans must, out of necessity, become members of the school boards in order to effect the necessary changes in Mexican-American education. Chicanos insist that Mexican-Americans must, if necessary, take the schools out of the hands of those who are academically suppressing them. The time of looking upon the Mexican-American as the poor, uneducated, tortilla-eating peon who is a victim of some fate stemming from Quetzalcoatl's disapproval is over. Montezuma's children are descendants of a proud race. The Chicanos of *la raza* will no longer be patient. They are insisting on action now.

Fine Arts

Continued from page 52

compositions evoking apocalyptic if nameless emotions. For me, they often seemed to stem from Hebraic sources. Yet, the ones at Houston are so remote, so generalized, and so dematerialized they suggest no specific roots; they belong where they are—in a chapel conceived for all denominations.

Why Rothko turned to a darker palette during his late years has never been quite clear to me. His earlier work sang with the hottest of colors. But long before his health failed, he moved toward less spectacular and less optimistic canvases. Piercing reds and vibrant oranges gave way to sober maroons that finally were buried under heavier and heavier overpainting. Only after considerable contemplation on the viewer's part do the pictures become more than merely blackish rectangles. When they finally take form, they exert an overwhelming power; they are part of a tragic yet impersonal autobiography.

During Rothko's last years, he changed no less than did his paintings. Success became a burden to him, a responsibility to protect. In the earlier days when money was scarce, he fought his battles with gusto; he ate and drank with keen pleasure. His contact with life and art (how indeed can we separate the two?) was sensuous. He believed strongly in himself and in the future of an American art that needed no European sustenance. Until the end, he doubted Renaissance painting, a school he found overly specific and possibly threatening to his own achievements. Gradually the man and his work became more closed away, more fed from within. Now he saw art as a reflective process that demanded the last ounce of concentration from both painter and viewer. He was appalled, even seduced at times, by the very commercialization that enslaved him and helped make him an international celebrity.

The Houston murals are not easy to see or to understand. On our afternoon visit to the Rothko Chapel, we left the door open and a neighborhood lady wandered in. She looked around and then in some confusion said, "I hear there are paintings here. But where?" I think Rothko might have been pleased with her reaction, though he was no elitist in the usual sense of the word. But he never expected anyone to find his work without a search. The murals are there for those who will let them in. They are more to be experienced than seen, which explains why a quiet, uncluttered chapel is the perfect environment for them.

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Foundations

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Wright Patman has criticized foundations most severely for their tax-avoidance aspects. Goulden, justifiably in the minds of many observers, deplores a characteristic that exacts perhaps a greater long-term social cost—the affinity of foundations for "safe," conventional programs in a period of social crisis. Thus he defends several controversial grants made by the Ford Foundation shortly after McGeorge Bundy's installation as president, in the process disputing portions of an unfriendly *Harper's* article on Bundy by David Halberstam. And Goulden approvingly discusses several smaller, more venturesome foundations, notably the Stern Family Fund and the Field Foundation.

In one of the most interesting sections, after reporting on liberally oriented foundation activities that have tended to draw public fire, Goulden lifts the veil from several conservative foundations—Lilly, Pew, Freedoms Foundation, and the little-known J. Edgar Hoover Foundation.

The Hoover organization seems a curious monument indeed to a major law enforcement official of a great nation. It appears, says Goulden, "to be little more than a conduit for funds" provided by Lewis Rosenstiel of Schenley Industries. According to the author, the Foundation's officers and directors, with one exception, are "with either Schenley or the FBI." IRS approval of its exempt status came in "almost record time," while Rosenstiel "was under active, vigorous investigation by the Securities and Exchange Commission" and his "sometime lawyer and adviser," Roy Cohn, was under federal indictments for bribery, conspiracy, extortion, and blackmail in cases developed in part by FBI men. When Cohn charged in court that evidence against him had been illegally gathered through wiretaps, three New York area FBI agents denied it—and were suddenly transferred without the customary thirty days' advance notice.

In general, Goulden embraces the Peterson Commission's recommendations. In addition, he proposes that all foundation board meetings be public, with public access to research reports and itemized expenses of grantees. "Most of us," he says, "would quickly be bored silly and go away, but the foundations would operate in the constant knowledge that someone could ask at any minute: 'What have you done for America recently?' " It is a question that must be asked not only of foundations but of all organizations that receive indirect public subsidy through tax exemption.

Alfred Balk, an SR editor-at-large, is visiting editor of Columbia Journalism Review and author of the recently published study "The Free List: Property Without Taxes."

Wealth and Education

Continued from page 77

discrimination. It is not enough that the Court in *Brown* v. *Board of Education,* the case concerned with education and race, said that the opportunity of an education, "where the state has undertaken to provide it, is a right that must be made available to all on equal terms."

The authors analyze the corpus of equal-protection cases concerned with education, criminal justice, voting, race, poverty, and geography. Their principal difficulty as they wend their way through these powerful decisions is to find a way to forbid discrimination by wealth and to permit discrimination by geography or, more precisely, by the vote of a child's neighbors. There must be less onerous alternatives.

Should the Supreme Court ever give a full review to a school finance case, it would not or could not stop at the point that Coons, Clune, and Sugarman would have it. Having reviewed the corpus of equal protection law, the Court would have to find anomalously that there is to be equality of opportunity unless a child's neighbors vote it away. This the Court found it could not do in the 1964 Colorado reapportionment case.

This is a puzzling book. It is an excellent presentation of the problem—perhaps the best there has been. However, the authors' obsession with reserving to local school districts the right to decide how much is to be spent per student in the schools prevents a move toward equality of educational opportunity—the professed objective of the book. To quote the authors only somewhat out of context, "as a tactic in a thirty-year legislative war, it may be; as a relevant current answer, it is not." Perhaps the most important outcome of this book will be to speed the arrival of "full-state funding"—a plan currently being explored by a number of states, whereby the state will assume the full cost of financing schools.

Arthur E. Wise is assistant professor of education and associate dean of the Graduate School of Education at the University of Chicago. He is the author of Rich Schools, Poor Schools: the Promise of Equal Educational Opportunity.

LITERARY I. Q. ANSWERS

1 Ec, *Sign of the Four*; 2Ih, *The Critic*; 3Ak, *Huckleberry Finn*; 4Ha, *Cream of the Jest*; 5Bl, *Nana*; 6Li, *Hamlet*; 7Kd, *You Can't Take It with You*; 8Fb; 9Cf, *Ordeal of Richard Feverel*; 10 Dg, *Nightmare Abbey*; 11Jj, *Tristram Shandy*; 12Ge, *Cakes and Ale.*

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(Continued on page 86)

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EMPLOYMENT OPPORTUNITIES

(Continued from page 85)

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FREE, VALUABLE GUIDE to 50 midwestern camps for boys and girls. Write Midwest Private Camps, 1945 Bosworth Lane, Northfield, Illinois 60093.

ALASKAN WILDERNESS TRIP—10 adventurous girls. Grades 9-12. Experienced campers. G. K. Leinbach, 1039 Olivia, Ann Arbor, Michigan 48104.

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(Continued from page 87)

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KINGSLEY DOUBLE-CROSTIC NO. 1932

Reg. U. S. Patent Office

By Thomas H. Middleton

DEFINITIONS	WORDS
A. Flay, abrade	2 99 114 128 145 154 185 193 204
B. Durations	218 228 236 11 13 41 60 72 84
C. Vigorously effective	87 102 111 132 196 203 213 227 18
D. American Revolutionary patriot (1723-88) supporter of John Adams	31 38 118 140 144 176
E. Absorbed	179 186 225 22 47 55 67 75 108
F. Have an effect for good or ill	112 119 138 142 197 201 33
G. Marked by good will	37 45 66 79 178 191 207 222 6 19
H. Reckon as a quality or trait possessed	58 63 68 74 91 205 16 24 32
I. Disgusting	42 54 100 29 93 117 133 233 12
J. Body of water between Japan and Taiwan (3 wds.)	17 65 88 131 134 147 160 78 109 168 183 195
K. "We respect/Some scholars' ——." (Richard Wilbur, "Grace")	199 211 43 53 59 81 120 165
L. Largest of the Canary Islands	171 189 82 98 126 208 159 192 194
M. Principal industrial center of Kyushu Island, Japan	56 92 219 226 34 115
N. Move unsteadily	146 158 163 181 206 1
O. Scrambled, rushed	35 51 170 214 223 230 73
P. German explorer (1840-92) who succeeded Gordon as governor of Equatoria; originally named Eduard Schnitzer (2 wds.)	101 110 172 151 4 123 190 216 220
Q. In short	229 26 40 61 76 141 95
R. Work by Kierkegaard (2 wds.)	169 217 83 184 209 52 89 154
S. Having a threatening aspect	3 49 167 21 44 71 105 124
T. Moderate or mitigate	155 20 80 28 104 180
U. Tommy, for instance (2 wds.)	85 57 96 156 234 7 64 27 50 149 187 14 122 166
V. Slacken (2 wds.)	25 129 221 107 235 173 210
W. Scene of the legend of Hero and Leander	231 121 153 175 224 39 198 5 97 202
X. Older daughter of Argan, Molière's hypochondriac	150 137 162 125 10 103 15 69 148
Y. Clear; justify	143 8 116 70 23 130 136 127 36
Z. Elizabeth —— (1753-1821) author of "A Simple Story" "Nature and Art"	113 161 106 182 9 139 94 152
Z^1 Authoritative	177 48 174 77 90 200 232 157
Z^2 Unsparing	62 86 215 212 188 135 30 46

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop.

			1 N	2 A	3 S	4 P	5 W	6 G	7 U	8 Y	9 Z	10 X	11 B		12 I	13 B	14 U	15 X
16 H	17 J	18 C	19 G	20 T		21 S	22 E	23 Y	24 H	25 V	26 Q	27 U		28 T	29 I	30 Z^1	31 D	32 H
33 F		34 M	35 O	36 Y		37 G	38 D	39 W	40 Q	41 B		42 I	43 K	44 S	45 G	46 Z^1		47 E
48 Z^1		49 S	50 U	51 O	52 R	53 K	54 I	55 E	56 M		57 U	58 H	59 K	60 B	61 Q	62 Z^2		63 H
64 U	65 J	66 G		67 E	68 H	69 X	70 Y	71 S	72 B	73 O		74 H	75 E	76 Q	77 Z^1	78 J	79 G	80 T
81 K	82 L	83 R	84 B		85 U	86 Z^2	87 C		88 J	89 R	90 Z^1	91 H	92 M	93 I	94 Z	95 G		96 U
97 W	98 L	99 A	100 I	101 P	102 C	103 X	104 T	105 S	106 Z	107 V	108 E		109 J	110 P	111 C	112 F	113 Z	114 A
115 M	116 Y	117 I		118 D	119 F	120 K	121 W		122 U	123 P	124 S	125 X	126 L		127 Y	128 A		129 V
130 Y	131 J		132 C	133 I	134 J	135 Z^2		136 Y	137 X	138 F		139 Z	140 D	141 Q		142 F	143 Y	144 D
145 A		146 N	147 J	148 X		149 U	150 X	151 P	152 Z		153 W	154 A	155 T	156 U	157 Z^1	158 N		159 L
160 J	161 Z	162 X	163 N	164 R	165 K		166 U	167 S	168 J	169 R		170 O	171 L	172 P	173 V	174 Z^1	175 W	176 D
	177 Z^1	178 G	179 E	180 T		181 N	182 Z	183 J		184 R	185 A	186 E	187 U	188 Z^2	189 L	190 P		191 G
192 L		193 A	194 L	195 J	196 C	197 F	198 W	199 K		200 Z^1	201 F		202 W	203 C	204 A		205 H	206 N
207 G	208 L	209 R	210 V		211 K	212 Z^2	213 C	214 O		215 Z^2	216 P	217 R	218 B		219 M	220 P	221 V	
222 G	223 O	224 W	225 E	226 M	227 C	228 B		229 Q	230 O	231 W	232 Z^1	233 I	234 U	235 V	236 B			

Solution of last week's Double-Crostic will be found on page 17 of this issue.

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